



SpringBoard®

Section 2.1a. Appendix 1 —  
SpringBoard-CCSS Alignment

# COMMON CORE ALIGNMENT

## The SpringBoard Difference:

Our integrated model of literacy provides thematic units that integrate reading, writing, speaking and listening and language skills. These units emphasize the strong connection between reading and writing while providing grammar and vocabulary instruction in context. This unique design creates a balanced and vertically aligned system of literacy development that engages students and prepares them for success with Common Core State Standards.

Common Core State Standards for ELA include...	SpringBoard provides...
<b>1. CCSS Reading:</b>  Literature and Informational Texts Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range and Level of Text Complexity <b>As the official pre-AP program of The College Board, SpringBoard prepares students for the rigorous textual analysis expected in AP English courses.</b>	<b>SpringBoard Reading:</b>  Literary and Informational Texts selected to be both challenging and engaging for students Explicit instruction in close reading and the opportunity to annotate within the student text A wide range of research-based reading strategies that empower students Scaffolded instruction that moves students toward independence
<b>2. CCSS Writing:</b>  Text Types and Purposes (Argument, Informative, Narrative) Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing <b>Strategies are embedded within the instructional activities to encourage best practices and sustain independent student learning.</b>	<b>SpringBoard Writing:</b>  Guided instruction for writing arguments, informative texts, and narratives Mode-specific Writing Workshops, open-ended prompts and Embedded Assessments with Scoring Guides An Emphasis on Purpose and Audience Formal and Informal Writing Tasks Multiple opportunities for short and extended student research A wide range of research-based writing strategies
<b>3. CCSS Speaking and Listening:</b>  Comprehension and Collaboration Presentation of Knowledge and Ideas <b>SpringBoard develops students' skills with focused discussions such as Socratic Seminars and Literature Circles.</b>	<b>SpringBoard Speaking and Listening:</b>  A student-focused classroom where collaboration is fostered A variety of nonprint texts including films Multiple opportunities for student presentations, including speeches and performances Specific strategies for collaboration and oral communication
<b>4. CCSS Language:</b>  Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use <b>SpringBoard includes the essential rules while also considering how craft enhances choices about grammar, conventions, vocabulary, and style.</b>	<b>SpringBoard Language:</b>  Signal Boxes that provide grammar support and instruction in the context of actual reading and writing An emphasis on style analysis that transfers to students' own use of language An awareness of language as a flexible tool that can be adapted for specific contexts A direct and integrated approach to vocabulary instruction that includes in-context and academic vocabulary, Greek and Latin roots, multiple-meaning words, and literary terms defined at point of use

<b>I. Key Criteria for Text Selection</b>	
<b>1. CCSS Text Complexity:</b>	<b>SpringBoard Text Complexity:</b>
<b>A. Texts per grade align with complexity requirements</b>	Evaluations of text complexity and an emphasis on access, engagement, and balance between reader and task
<b>B. All students have extensive opportunities to encounter grade-level complete texts</b>	<p>More direct and explicit scaffolding</p> <p>Responsive to user feedback from users on age-appropriate materials</p> <p>Explicit reading pedagogy incorporated more explicitly into scaffolded lessons (before – during – after reading )</p> <p>Close reading strategies emphasized – marking/annotating and questioning the text</p> <p>Example Texts:</p> <ul style="list-style-type: none"> <li>• “Stranger in the Village” by James Baldwin</li> <li>• “Everyday Use” by Alice Walker</li> <li>• “Grant and Lee: A Study in Contrasts” by Bruce Catton</li> </ul>
<b>C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade</b>	<p>Encourage multiple readings of a text for comparison and deeper analysis</p> <p>Emphasize style and literary analysis</p> <p>Facilitate additional analysis of structure and its relation to effective argument and analysis</p> <p>Text examples:</p> <ul style="list-style-type: none"> <li>• “Eleven” by Sandra Cisneros</li> <li>• “O Captain, My Captain” by Walt Whitman</li> <li>• “Gift of the Magi” by O. Henry</li> <li>• “The Story of an Hour” by Kate Chopin</li> <li>• “Speech to the Virginia Convention” by Patrick Henry</li> </ul>
<b>D. Novels, plays, other extended full length readings with opportunities for close reading</b>	<p>Stronger connections to building skills through independent reading</p> <p>Multiple longer texts requiring sustained research</p> <p>Emphasizes close reading of passages with connections and contextualizing</p> <p>Literature Circles</p> <p>Added independent reading support in materials</p> <p>Students read a novel and/or a drama at every level. Example texts:</p> <ul style="list-style-type: none"> <li>• <i>Othello</i></li> <li>• <i>Romeo and Juliet</i></li> <li>• <i>The Giver</i></li> <li>• <i>Fahrenheit 451</i></li> </ul>
<b>E. Additional materials aim to increase regular independent reading of texts that appeal to students’ interests while developing both their knowledge base &amp; joy in reading</b>	<p>Includes lists of suggested independent readings (focused on a variety of complex texts) including high-interest young adult literature as well as canonical literature</p> <p>Offers links to independent reading that are explicitly connected to lessons and skills taught in the unit</p>

2. CCSS Range and Quality of Texts:	SpringBoard Range and Quality Texts:
<b>B. In grades 6–12, shift balance of texts/ instructional time to reading substantially more literary nonfiction</b>	<p>Increased number of literary non-fiction texts across all grade levels (essays, speeches, opinion pieces, historical documents)</p> <p>Includes relevant multi-disciplinary non-fiction (seminal documents)</p> <p>Example Texts:</p> <ul style="list-style-type: none"> <li>• <i>Declaration of Independence</i></li> <li>• "Speech to the Virginia Convention" by Patrick Henry</li> <li>• "Letter from Birmingham Jail" by Martin Luther King Jr.</li> </ul>
<b>C. The quality of the suggested texts is high –they are worth reading closely, and exhibit exceptional craft/thought or useful information</b>	<p>Emphasizes evaluating text complexity to assure users of text quality based on quantitative, qualitative, and reader task criteria</p> <p>High-quality texts worthy of close and repeated reading prominently featured</p>
<b>D. Specific texts or text types named in standards are included</b>	<p>Foundational documents used in each level with specific units focused on American and World literature, Shakespeare, and American drama</p> <p>Example Texts:</p> <ul style="list-style-type: none"> <li>• <i>Declaration of Independence</i></li> <li>• Preamble to the Constitution</li> <li>• The Bill of Rights</li> <li>• "Lincoln's 2nd Inaugural Address" by Abraham Lincoln</li> </ul>
<b>E. Within sequence or collection of texts, specific anchor texts are selected for especially careful reading</b>	<p>Anchor texts used within thematic units of study</p> <p>Example Unit: Literary Theory study in 12th grade</p> <ul style="list-style-type: none"> <li>• "Shooting an Elephant" by George Orwell</li> <li>• <i>Pygmalion</i> by George Bernard Shaw</li> </ul> <p>All units have central and ancillary texts.</p>

<b>II. Key Criteria for Questions and Tasks</b>	
<b>CCSS:</b>	<b>SpringBoard:</b>
<b>High-Quality Text-Dependent Questions and Tasks (A – F)</b>	<p>New “key ideas and details” focus on text-based questions (interpretive questions)</p> <p>Example Texts:</p> <ul style="list-style-type: none"> <li>• “The Cask of Amontillado” by Edgar Allan Poe</li> <li>• “Advice to Youth” by Mark Twain</li> </ul> <p>Increase in the number of performance-based tasks (writing and performing)</p> <p>Example tasks:</p> <ul style="list-style-type: none"> <li>• Literary analysis essays</li> <li>• Interpretive performance of text</li> <li>• Informal and formal oral presentations that require citing textual support</li> <li>• EA: “Presenting a Literary Work Through Multiple Critical Perspectives”</li> </ul> <p>Many writing tasks are based on analysis of text and require citing textual evidence. For example:</p> <ul style="list-style-type: none"> <li>• L5U1 Writing a Synthesis Essay</li> <li>• L2U3 Writing a Literary Analysis</li> </ul> <p>Before – During – After reading (instructional design) fosters deeper understanding and insight</p> <p>Informational and argumentative texts have been revised to reflect current issues to increase student interest and engagement.</p>
<b>Cultivating Students’ Ability to Read Complex Texts Independently (A–F)</b>	<p>Literature Circles assignments and activities for independent reading are closely tied to instruction in skills and concepts in each unit</p> <p>Reading strategies are embedded and in context of close reading and independent use by students. For example:</p> <ul style="list-style-type: none"> <li>• Socratic Seminar</li> <li>• Literature Circles</li> </ul> <p>Textual suggestions for outside reading increase in complexity and are tiered to support diverse learners (e.g. ELL)</p> <p>Graphics are positioned as text, not in support of text (e.g. close reading of graphic novels and art)</p> <ul style="list-style-type: none"> <li>• <i>The Arrival</i> by Shaun Tan</li> </ul> <p>Graphics included as means of supporting reading comprehension</p> <ul style="list-style-type: none"> <li>• “Facts About Marketing to Children”</li> </ul>

<b>III. Key Criteria for Academic Vocabulary</b>	
<b>CCSS:</b>	<b>SpringBoard:</b>
<b>Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction</b>	<p>New emphasis on cross-disciplinary vocabulary as distinct from domain-specific terms</p> <p>Identified Tier 2 words within each unit and provide focused instruction surrounding vocabulary</p> <p>Vocabulary Notebooks give students ownership of their increasing growth in understanding.</p>



#### IV. Key Criteria for Writing to Sources and Research

CCSS:	SpringBoard:
<b>1. Materials portray writing to sources as a key task</b>	<p>Extensive addition of writing prompts require students to write in response to sources</p> <p>"Be sure to" for writing tasks explicitly set forth writing requirements</p> <p>Scoring Guides include "relevant and appropriate textual evidence"</p> <p>Embedded Assessments require students to analyze, reflect and research in response to texts.</p> <p>On-line writing prompts ask students to write in response to sources:</p> <p>Writing activities include Response to Literature;</p> <p>Research and Argumentative Writing Workshops reinforce skills in writing literary nonfiction.</p>
<b>2. Materials focus on forming arguments as well as informative writing</b>	<p>Focus less on personal writing and more on argumentative &amp; informative/explanatory writing. For example:</p> <ul style="list-style-type: none"> <li>• L5U2EA2: Creating an Argument</li> <li>• L1U3 EA2: Writing an Expository Essay</li> </ul> <p>Genre-specific writing instruction moves toward blended writing and full academic writing. For example:</p> <ul style="list-style-type: none"> <li>• Creating a News Outlet</li> <li>• Narrative Interview</li> <li>• Multi-Genre Research Project</li> </ul>
<b>3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question</b>	<p>Increased emphasis on student choice in format and mode depending on audience and task (Writing Workshop Series)</p> <p>Writer's Craft activities focus on application of language and usage to achieve coherence and structure.</p> <p>More activities focus on the deliberate use of language to achieve a specific effect.</p> <p>Strategies such as SOAPSTone encourage students to analyze audience and purpose in reading and focus on audience and purpose when writing.</p>
<b>4. Students are given extensive practice with short, focused research projects</b>	<p>More purposeful use of research with a greater degree of independence. For example:</p> <ul style="list-style-type: none"> <li>• L1U3: Research and Debating a Controversy</li> <li>• L3U4: Presenting a Multi-Media Campaign</li> </ul> <p>Research emphasizes the need to find logical evidence to use in writing</p> <p>Students reflect on how research informs their understanding and interpretation of what they are reading. For example:</p> <ul style="list-style-type: none"> <li>• L4U5: "Shakespeare's Globe"</li> </ul>

**V. Additional Key Criteria for Student Reading, Writing, Listening and Speaking**

<b>CCSS:</b>	<b>SpringBoard:</b>
<b>1. Materials provide systematic opportunities for students to read complex text with fluency</b>	Includes more complex elements of oral reading (inflection, rehearsal, etc.) For example: <ul style="list-style-type: none"> <li>• L4U5: Presenting a Dramatic Interpretation</li> <li>• L6U2: Writing and Presenting a Speech</li> </ul>
<b>2. Materials help teachers plan substantive academic discussions</b>	Student-centered classroom and student-led discussions remain the focus of the instructional framework. Text-based academic discussions are featured throughout materials: <ul style="list-style-type: none"> <li>• Socratic Seminars</li> <li>• Literature Circles</li> <li>• Structured Academic Controversy</li> <li>• Debates</li> <li>• Discussion Groups</li> </ul>
<b>3. Materials use multimedia and technology to deepen attention to evidence and texts</b>	New “technology connections” to encourage creative and independent use of technology Online interactive text materials Student presentations incorporate multimedia components. Same text, different text: <ul style="list-style-type: none"> <li>• <i>Romeo and Juliet</i></li> <li>• <i>Othello</i></li> <li>• <i>Midsummer Night’s Dream</i></li> </ul>
<b>4. Materials embrace the most significant grammar and language conventions</b>	Writers Craft asks students to apply grammar and language conventions in their own writing with precision. Grammar and language instruction is integrated and taught in the context of authentic reading and writing. Students study how published authors use grammar and language stylistically Includes Editor’s Checklists Scoring Guides indicate when formal conventions are expected New explicit mini -lessons on grammar and language use added

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Level 4: Coming of Age					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
<b>Unit 1</b> <b>Coming of Age</b> <i>Independent reading novels</i>	What does it mean to “come of age”?  How are rhetorical appeals used to influence an audience?	Voice Advertising Techniques Rhetorical Appeals	EA 1: Presenting an Interview Narrative  EA 2: Creating an Ad Campaign for a Novel	<ul style="list-style-type: none"> <li>To understand the concept of coming of age</li> <li>To identify diction, syntax, and tone and the way they work together to convey an author or speaker’s voice</li> <li>To incorporate voice effectively in your own writing</li> <li>To analyze and use rhetorical appeals to influence an audience</li> </ul>	Writing Workshop 1: <b>The Writing Process</b>  Workshop 5: <b>Script Writing</b>
<b>Unit 2</b> <b>Defining Style</b> <i>Edward Scissorhands</i>	How do authors and directors use specific techniques to achieve a desired effect?  What are the essential features of an effective style analysis?	Point of View Commentary Cinematic Techniques Style Effect	EA 1: Creating a Storyboard  EA 2: Writing a Style Analysis Essay	<ul style="list-style-type: none"> <li>To identify important cinematic techniques and analyze their effects</li> <li>To transform a text into a new genre</li> <li>To identify specific elements of an author’s style</li> <li>To develop an awareness of reading strategies to enhance comprehension</li> <li>To analyze the elements of fiction—setting, plot, character, theme—and the steps in plot development—exposition, complications, climax, falling action, resolution (denouement)</li> </ul>	Writing Workshop 9: <b>Response to Literary or Expository Text</b>
<b>Unit 3</b> <b>Exploring Poetic Voices</b>	What is Poetry?  What can a writer learn from studying an author’s craft and style?	Poetic Structure Diction Imagery Figurative Language Syntax	EA 1: Creating a Poetry Anthology  EA 2: Analyzing and Presenting a Poet	<ul style="list-style-type: none"> <li>To develop the skills and knowledge to analyze and craft poetry</li> <li>To analyze the function and effects of figurative language</li> <li>To write original poems that reflect personal voice, style, and an understanding of poetic elements</li> <li>To write a style analysis essay</li> <li>To present an oral interpretation of a poem</li> </ul>	Writing Workshop 3: <b>Poetry</b>  Writing Workshop 9: <b>Response to Literary or Expository Text</b>
<b>Unit 4</b> <b>Interpreting Drama Through Performance</b> <i>Romeo and Juliet</i>	What are the essential features of an effective drama and/or dramatic performance?  How have the strategies I have learned this year helped me to be a better reader, writer, speaker, listener, critical thinker?	Drama Tragedy Theatrical Elements Interpretation Metacognition	EA 1: Presenting a Shakespearean Scene  EA 2: Writing a Metacognitive Reflection	<ul style="list-style-type: none"> <li>To engage in authentic research related to performing <i>Romeo and Juliet</i></li> <li>To explore multiple interpretations of <i>Romeo and Juliet</i> through performance and film</li> <li>To examine the “coming of age” concept in context of the play</li> <li>To be intentional in the use of strategies and to evaluate how well they work</li> <li>To reflect on one’s growth as a learner</li> </ul>	Writing Workshop 6: <b>Expository Writing</b>



Level 4: Coming of Age					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
<b>Unit 5</b> <b>Coming of Age Amidst Controversy</b>  <i>To Kill a Mockingbird</i>	<p>What are the essential elements of an effective informative oral presentation?</p> <p>What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of readers to it?</p>	Context Annotated Bibliography Characterization Thematic Statement Audience Analysis	EA 1: Historical Investigation and Presentation  EA 2: Analyzing a Passage from <i>To Kill a Mockingbird</i>	<ul style="list-style-type: none"> <li>Gather and synthesize information for an oral presentation on the social, cultural, historical, and geographical context of the novel</li> <li>Explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age</li> <li>Extrapolate from a short passage the larger themes and literary elements of the novel</li> </ul>	Writing Workshop 10: <b>Research</b>  Writing Workshop 9: <b>Response to Literary or Expository Text</b>

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Level 5: Culture and Community					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
<b>Unit 1</b> <b>Voices of Modern Culture</b>  <i>Independent Reading</i>	<p>How can cultural experiences shape, impact, or influence our perception of the world?</p> <p>How does voice function in and beyond the contexts of writing?</p>	Culture Subculture Symbol Perspective Stereotype	EA 1: Creating and Artistic Representation of My Culture  EA 2: Presenting Two of My Voices	<ul style="list-style-type: none"> <li>To examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre)</li> <li>To apply analytical, critical, creative, and reflective strategies to published, personal, and peer-generated texts</li> <li>To develop speaking and listening skills that build capacity for effective communication</li> </ul>	Writing Workshop 1: <b>The Writing Process</b>  Writing Workshop 3: <b>Poetry</b>
<b>Unit 2</b> <b>Cultural Conversations</b>  <i>Bend it Like Beckham</i>	<p>How do external factors affect one's sense of identity?</p> <p>How do we synthesize multiple sources of information into a cohesive argument?</p>	Persona Juxtaposition Cultural Conflict Satire/Humor Synthesis Argument	EA 1: Writing About a Cultural Conflict  EA 2: Writing a Synthesis Paper	<ul style="list-style-type: none"> <li>To recognize how we define ourselves as individuals through our interactions with external cultural forces</li> <li>To understand and apply the basic elements of argument</li> <li>To recognize the role that culture plays in defining ourselves as individuals</li> <li>To identify and understand significant cultural conversations within a variety of media sources</li> <li>To apply the appropriate conventions and elements of a synthesis essay</li> </ul>	Writing Workshop 9: <b>Response to Literary or Expository Text</b>  Writing Workshop 8: <b>Persuasive/Argumentative Writing</b>
<b>Unit 3</b> <b>Community</b>  <i>Things Fall Apart</i>	<p>How can an author use a work of fiction to make a statement about culture?</p> <p>How might the cultural fabric of a community be stretched or altered when it encounters new ideas and members?</p>	Validity Reliability Plagiarism Tragic Hero	EA 1: Researching and Reflecting on Community  EA 2: Writing a Literary Analysis Essay	<ul style="list-style-type: none"> <li>To analyze character relationships and motives in a literary work</li> <li>To apply academic writing skills to a literary analysis</li> <li>To research and make connections between one's culture and the culture of another time and place</li> </ul>	Writing Workshop 10: <b>Research</b> Writing Workshop 9: <b>Response to Literary or Expository Text</b>
<b>Unit 4</b> <b>Justice</b>  <i>Antigone</i>	<p>What is the nature of justice?</p> <p>How does one construct a persuasive argument?</p>	Justice Chorus	EA 1: Composing a Persuasive Text  EA 2: Creating a Living Tableau	<ul style="list-style-type: none"> <li>To examine perspectives of justice across cultures and over time</li> <li>To recognize effective elements of persuasion</li> <li>To create a persuasive piece</li> <li>To rehearse and present a dramatic interpretation</li> </ul>	Writing Workshop 1: <b>The Writing Process</b> Writing Workshop 5: <b>Script Writing</b>
<b>Unit 5</b> <b>Building Cultural Bridges</b>  <i>The 11<sup>th</sup> Hour</i>	<p>How do cultural differences contribute to conflicts over environmental issues?</p> <p>What is the value of self-reflection in preparing for one's future?</p>	Documentary Film Objectivity Subjectivity	EA 1: Presenting a Solution to an Environmental Conflict  EA 2: Presenting my Portfolio	<ul style="list-style-type: none"> <li>To examine how nonfiction texts (both print and nonprint) construct our perceptions of what is true</li> <li>To analyze how writers and speakers use evidence to impact the persuasiveness of a claim</li> <li>To examine how perceptions of a writer's or speaker's ethics affect the credibility of a text or its author</li> <li>To explore a complex issue from multiple perspectives and to work with peers to present a mediated solution</li> <li>To reflect on academic strengths and identify areas for further development</li> </ul>	Writing Workshop 10: <b>Research</b>  Writing Workshop 6: <b>Expository Writing</b>

## SpringBoard® English Textual Power™

Level 6: The American Dream					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
<b>Unit 1</b> <b>The American Dream</b>	In what ways does the American Dream manifest itself in American life?  How does one create a personal definition of the American Dream?	Survey Primary Source Secondary Source	EA 1: Presenting Findings from a Survey  EA 2: Synthesizing the American Dream	<ul style="list-style-type: none"> <li>To understand and define the concept of the American Dream</li> <li>To identify and synthesize a variety of perspectives that exist about The American Dream</li> <li>To conduct a survey and use primary sources as a functional text to prove or disprove an assumption</li> </ul>	Writing Workshop 6: <b>Expository Writing</b>
<b>Unit 2</b> <b>American Forums: The Marketplace of Ideas</b>	How do newspapers impact public opinion or public perception?  How does a writer use tone to advance an opinion?	Bias Fallacy Editorial Parody	EA 1: Creating an Op-Ed Page  EA 2: Writing a Satirical Piece	<ul style="list-style-type: none"> <li>To identify the main components and role of a newspaper's op-ed page</li> <li>To analyze how writers use logic, evidence, and rhetoric to advance their opinions</li> <li>To enable write persuasive pieces and refute the positions of others</li> <li>To recognize the symbols and references that editorial cartoonists use</li> <li>To analyze and apply satirical techniques</li> </ul>	Writing Workshop 8: <b>Persuasive/ Argumentative Writing</b>
<b>Unit 3</b> <b>The Power of Persuasion</b>  <i>The Crucible</i>	How are the components of rhetoric applied to the creation and delivery of persuasive speeches?  How can artistic expression advance social commentary?	Rhetoric Rhetorical Devices Social Commentary Foil	EA 1: Creating and Presenting a Persuasive Speech  EA 2: Creating and Performing a Dramatic Scene	<ul style="list-style-type: none"> <li>To define and apply the appeals and devices of rhetoric</li> <li>To analyze, create, and present persuasive speeches</li> <li>To interpret and analyze texts and situate them in their communication contexts</li> <li>To analyze, create, and present a dramatic scene about a societal issue</li> </ul>	Writing Workshop 8: <b>Persuasive/ Argumentative Writing</b>  Writing Workshop 5: <b>Script Writing</b>
<b>Unit 4</b> <b>An American Journey</b>  <i>Their Eyes Were Watching God</i>	How can an author's style construct and reflect identity?  How do communication skills enhance self-expression?	Motif Résumé	EA 1: Writing an Analytical Essay  EA 2: Using Communication Skills to Present Myself	<ul style="list-style-type: none"> <li>To explore an American classic that addresses the concept of "journey"</li> <li>To analyze the writer's rich and complex writing style as a model for making deliberate stylistic choices</li> <li>To investigate the communication demands of a career and to prepare to meet those demands</li> <li>To use media production elements and speaking and listening skills to construct a presentation of self that is appropriate for the audience</li> </ul>	Writing Workshop 9: <b>Response to Literary or Expository Text</b>  Writing Workshop 4: <b>Reflective Writing</b>  Writing Workshop 7: <b>Procedural: College Application</b>

Level 6: The American Dream					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
<b>Unit 5</b> <b>The Pursuit of Happiness</b>  <i>Into the Wild</i>	What does it mean to pursue happiness?  How does a writer represent research through multiple texts?	Coherence Genre Conventions Discourse	EA 1: Writing a Personal Essay EA 2: Writing a Multi-Genre Research Project	<ul style="list-style-type: none"> <li>To analyze and evaluate the structural and stylistic features of texts</li> <li>To compose a personal essay that employs stylistic techniques</li> <li>To synthesize research into a multi-genre research paper</li> </ul>	Writing Workshop 4: <b>Reflective Writing</b>  Writing Workshop 10: <b>Research</b>

## SpringBoard® English Textual Power™

Senior English: Multiple Perspectives					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
<b>Unit 1</b> <b>Perception Is Everything</b>  <i>“Shooting an Elephant”</i>	<p>How do writers and artists organize or construct text to convey meaning?</p> <p>What does it mean to be a stranger in the village?</p>	<p>Reader Response Criticism</p> <p>Cultural Criticism</p>	<p>EA 1: Creating a Photo Essay</p> <p>EA 2: Writing a Reflective Essay</p>	<ul style="list-style-type: none"> <li>To understand the relationship between perspective and critical theory</li> <li>To apply critical theories to various texts studied and created</li> <li>To control and manipulate textual elements in writing to clearly and effectively convey a controlling idea or thesis</li> </ul>	<p>Writing Workshop 4: <b>Reflective Writing</b></p>
<b>Unit 2</b> <b>The Collective Perspective</b>  <i>Pygmalion</i>  <i>Rear Window</i>	<p>How does applying a critical perspective affect an understanding of text?</p> <p>How does a new understanding of a text gained through interpretation help or hinder your enjoyment of it?</p>	<p>Archetypal Criticism</p> <p>Marxist Criticism</p> <p>Feminist Criticism</p>	<p>EA 1: Illuminating <i>Pygmalion</i></p> <p>EA 2: Applying a Critical Perspective</p>	<ul style="list-style-type: none"> <li>To enhance critical thinking by studying Feminist, Marxist, and Archetypal critical perspectives</li> <li>To apply multiple critical perspectives to drama, nonfiction, and nonprint texts</li> <li>To engage in the writing process to generate a play script and an analytical response</li> </ul>	<p>Writing Workshop 5: <b>Script Writing</b></p> <p>Writing Workshop 9: <b>Response to Literary or Expository Text</b></p>
<b>Unit 3</b> <b>Evolving Perspectives</b>  <i>Othello</i>	<p>How can a dramatic performance reflect a critical perspective?</p> <p>What role does literature play in the examination of recurring societal issues?</p>	<p>Historical Criticism</p>	<p>EA 1: Writing an Analysis</p> <p>EA 2: Staging an Interpretation</p>	<ul style="list-style-type: none"> <li>To interpret multiple representations of a Shakespearean tragedy</li> <li>To examine critical perspectives as they apply to drama</li> <li>To plan and perform dramatic interpretations of selected scenes</li> <li>To analyze the ways in which historical contexts have influenced performances of the play</li> </ul>	<p>Writing Workshop 6: <b>Expository Writing</b></p>
<b>Unit 4</b> <b>Multiple Perspectives</b> <i>The Arrival</i> <i>Novels or plays for independent reading</i>	<p>How can an examination of texts through multiple perspectives affect understanding?</p> <p>How do media production elements shape a message?</p>	<p>Archetypal Criticism</p> <p>Cultural Criticism</p> <p>Feminist Criticism</p> <p>Historical Criticism</p> <p>Marxist Criticism</p> <p>Reader Response Criticism</p>	<p>EA: Presenting a Literary Work Through Multiple Critical Perspectives</p>	<ul style="list-style-type: none"> <li>To trace a reading through a critical perspective over the course of an extended text</li> <li>To analyze two literary works through multiple critical perspectives</li> <li>To analyze and then utilize text features of a graphic novel</li> <li>To create a presentation using a performance-based or visual medium</li> </ul>	<p>Writing Workshop 1: <b>The Writing Process</b></p>
<b>Unit 5</b> <b>Creating Perspectives</b>	<p>How do media sources impact our understanding of the truth and significance of an issue?</p> <p>How can media texts be constructed to support an agenda or interpretation?</p>	<p>Media Channel</p>	<p>EA 1: Examining How an Issue Is Presented in Media Texts</p> <p>EA 2: Creating a Media Text</p>	<ul style="list-style-type: none"> <li>To identify ways in which media shape how and what we know about particular events</li> <li>To investigate how different media channels communicate information about a particular event</li> <li>To investigate a variety of perspectives on a single event</li> <li>To analyze how different critical perspectives shape the reporting and interpreting of events</li> <li>To create a media text applying multiple lenses to the investigation and representation of an event</li> </ul>	<p>Writing Workshop 10: <b>Research</b></p> <p>Writing Workshop 8: <b>Persuasive/Argumentative Writing</b></p>

Section 2.1b. Appendix 3—*SpringBoard* Track Record

	NUMBER OF STUDENTS TAKING AT LEAST ONE AP EXAM					NUMBER OF EXAMS SCORED 3 OR HIGHER ON AT LEAST 1 AP EXAM			
	SpringBoard	SpringBoard	Non-SpringBoard	Non-SpringBoard		SpringBoard	SpringBoard	Non-SpringBoard	Non-SpringBoard
	% 1 Year Difference 2006-07 to 2007-08	% 4 Year Difference 2004-05 to 2007-08	% 1 Year Difference 2006-07 to 2007-08	% 4 Year Difference 2004-05 to 2007-08		% 1 Year Difference 2006-07 to 2007-08	% 4 Year Difference 2004-05 to 2007-08	% 1 Year Difference 2006-07 to 2007-08	% 4 Year Difference 2004-05 to 2007-08
American Indian	20.0	45.9	12.8	55.9		50.0	50.0	12.9	42.9
Asian	12.9	46.6	3.0	22.1		8.5	32.8	5.8	22.4
Black	27.5	109.1	7.4	37.1		7.2	33.9	8.4	27.3
Hispanic	25.1	52.4	8.2	37.3		19.2	30.1	5.5	26.3
White	11.4	27.0	6.7	25.2		9.2	17.7	9.9	24.4
Other	27.5	75.2	13.2	60.9		24.2	31.0	16.8	58.9

**TABLE 1:** Florida SpringBoard High Schools vs. Florida non-SpringBoard High Schools by Ethnicity

	NUMBER OF STUDENTS TAKING AT LEAST ONE AP EXAM		NUMBER OF EXAMS SCORED 3 OR HIGHER ON AT LEAST 1 AP EXAM	
	% 1 Year Difference 2006-07 to 2007-08	% 4 Year Difference 2004-05 to 2007-08	% 1 Year Difference 2006-07 to 2007-08	% 4 Year Difference 2004-05 to 2007-08
SpringBoard 3, 4, 5 years	21.0	64.3	12.4	30.4
SpringBoard 1, 2 years	12.3	31.2	10.6	19.0
All Florida Public Schools	9.3	34.0	8.8	25.1

**TABLE 2:** Florida SpringBoard High Schools by Number of Years Purchasing SpringBoard



**Comparison of Grade 9 AP Results Before SpringBoard Implementation and After Students Had at Least One Year of SpringBoard in Middle School**

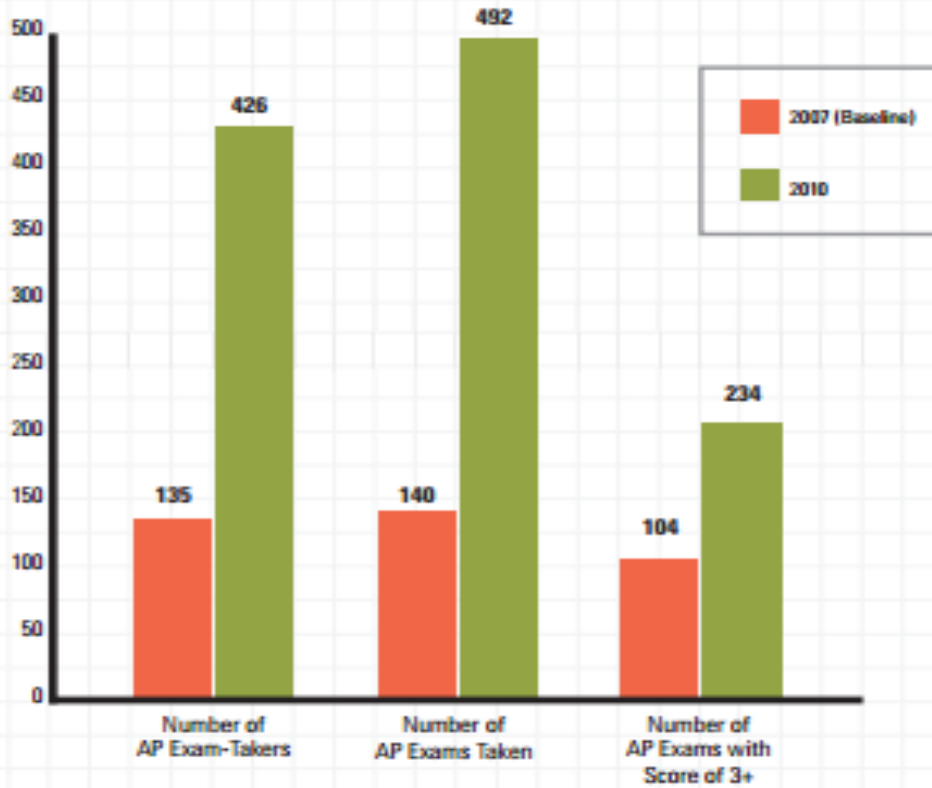


Table 3: Change in AP Exam Test-takers and Success in Florida's Collier County Public Schools, 2007-2010.

## Section 2.1a **Appendix 4—Interactive Mathematics Program 4-Yr Scope and Sequence**

### ***Interactive Mathematics Program Year 1***

Provides a broad introduction to algebra. Helps students develop strong mathematical skills and habits of mind. Improves communication and writing skills.

- Students develop basic ideas about functions, integers, angles, and polygons. They learn how to work on mathematical investigations and report on their ideas both orally and in writing.
- Students develop a mathematical analysis for a complex game based on an area model for probability.
- Students look at mid-19th-century Western migration in terms of the many linear relationships involved.
- Exploring an excerpt from an Edgar Allan Poe classic story, students use data from experiments and statistical ideas, such as standard deviation, to develop a formula for the period of a pendulum.
- Students use principles about similar triangles and basic trigonometry to develop formulas for finding the length of a shadow.

### ***Interactive Mathematics Program Year 2***

Covers quadratic functions and equations. Deepens students' conceptual understanding through new contexts. Includes embedded practice.

- Students study surface area, volume, and trigonometry to answer the question, "What is the best shape for a honeycomb?"
- In their work to maximize profits for a bakery, students deepen their understanding of the relationship between equations and inequalities and their graphs.
- Students build on prior experience with statistical ideas from IMP Year 1, expanding their understanding of statistical analysis.
- The central problem of this unit involves sending up a rocket to create a fireworks display. This unit builds on the algebraic investigations of Year 1, with a special focus on quadratic expressions, equations, and functions.
- The unit starts with a model based on Lewis Carroll's *Alice's Adventures in Wonderland*, through which students develop the basic principles for working with exponents.

### ***Interactive Mathematics Program Year 3***

Extends students' understanding of material studied in preceding years of the curriculum as they learn and apply new skills. Topics include combinatorics, derivatives, and the algebra of matrices.

- Students study circles and coordinate geometry to determine how long it will take before the trees in a circular orchard grow so large that someone standing at the

- center of the orchard cannot see out.
- This unit concerns making a decision about land use and builds on skills learned in an IMP Year 2 unit about graphing systems of linear inequalities and solving systems of linear equations.
  - Beginning with a table of population data, students study situations involving rates of growth, develop the concept of slope, and then generalize this to the idea of the derivative.
  - Students use combinatorics to develop the binomial distribution and the probability that the team leading in the pennant race will ultimately win the pennant.
  - Using trigonometry, polar coordinates, and the physics of falling objects, students model this problem: When should a diver on a Ferris wheel aiming for a moving tub of water be released in order to create a splash instead of a splat?

### ***Interactive Mathematics Program Year 4***

Features widely varied topics, including computer graphics, statistical sampling, and an introduction to accumulation and integrals. Builds on the strong knowledge base of IMP students.

- This unit builds upon Year 3's High Dive problem: "When should a diver on a Ferris wheel aiming for a moving tub of water be released in order to create a splash instead of a splat?" In Year 4, students use vectors modeling horizontal and vertical components of the diver's initial velocity.
- In this unit, students explore families of functions in terms of various representations—tables, graphs, algebraic representations, and situations they can model; they also explore ways of combining functions using arithmetic operations and composition.
- The central problem of this unit concerns an election poll, and students use normal distributions and standard deviations to find confidence intervals and see how concepts such as margin of error are used in polling results.
- This unit adds integrals to the derivative concepts explored in Year 3. Students solve accumulation problems using a version of the Fundamental Theorem of Calculus. They find that the derivative of the function that describes the amount of accumulation up to a particular time is the rate of accumulation, and that the function describing accumulation is an anti-derivative of the function describing the rate of accumulation.
- Students study the fundamental geometric transformations—translations, rotations, and reflections—in two and three dimensions, in order to create a display of a cube rotating around an axis in three-dimensional space.

## Section 2.1a. **Appendix 5—Social Science Additional Curriculum and Programs**

All four of the programs below address the right to individual expression and respect for diversity of ideas that validates students' own life experiences and perspectives. Schools (and educational programs such as these) that respect students' ideas support their participation. This, in turn, provides motivation for them to transcend their personal struggles and to engage with their social context in order to realize the Dyett mission. Students who acquire the skills embodied in the programs below will be better equipped to stay on track for college and to develop career readiness.

### **Facing History And Ourselves**

Facing History And Ourselves describes itself on its website as “an international educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-semitism in order to promote the development of a more humane and informed citizenry.” Facing History And Ourselves gives students and teachers the tools to dissect and discuss historical events from a people-centric view, allowing for a more holistic understanding of how individuals have shaped history. The goal of using Facing History And Ourselves in the classroom is to empower students to be change agents and shape the history of their own communities.

### **Document Based Question (DBQ)**

DBQs are based on a question format from AP History exams. They emphasize close reading and questioning of interdisciplinary documents, giving a rich cross-section of cultures and time periods, and are closely aligned with the Common Core Standards. As stated by the DBQ Project website “DBQs offer students a sampling of non-fiction texts and documents. Students examine maps, letters, charts, graphs, cartoons, historians' accounts, diaries, advertisements, photographs, flyers and more.” DBQ asks students to carefully analyze various primary sources, take positions, and create high-quality, evidence-based arguments that integrate social science content with literacy and critical analysis skills.

### **Democracy in Action (Mikva Challenge, Chicago)**

The Democracy in Action civics curriculum was developed by Mikva Challenge in Chicago, specifically for CPS schools. This program offers skills and support to students who are learning to advocate for social change, which is relevant to the Dyett mission and to students completing their various school projects. Democracy in Action's award-winning youth citizenship programs have generated enthusiastic participation and the emergence and development of young leaders with strong voices about education and other social issues.

### **Socratic Seminars**

Socratic Seminars promote a similar skill set as DBQs and also provide a model of structured classroom discussion which promotes thoughtful verbal expression, close textual analysis, listening skills, collective reasoning, and metacognition. Socratic Seminars promote a social and democratic vision of learning, aligning with the work of educators such as Jean Piaget, John Dewey, and Howard Zinn. Through the use of open-ended questions about the text, students are required to consider multiple perspectives, creating a well rounded understanding of both the text and their fellow students' thoughts and worldviews.

## Section 2.1a. **Appendix 6—Social Science Classes**

### World Studies (grade 9)

Students will examine various cultures from around the world through the lenses of geographical, historical, social, political, economical, environmental, and cultural forces. Inquiry-based investigations, based upon large themes, will help students gain a greater understanding of individual cultures as well as the relationships between different cultures. Students will examine the manner in which people, political movements, big ideas, technological innovations, and social forces have influenced world cultures. In keeping with the mission of the school, students will also focus on issues of global environmental sustainability and global leadership.

### US History (grade 10)

This class will study the formation of the nation by examining the people and events that created the United States. Emphasis will be placed on understanding the conditions and interests of various competing and complementary social groups within the United States. What did they feel and think? Why did they behave the way they did? What choices did they have? Students will look at the role of leadership and how leaders shape and are shaped by social forces. Our orientation is that this class is about the past, but it is also about today. Students study history to learn about themselves and the world today.

The course will trace the nation's founding from the Colonial Period through the present. Students will examine how economic, geographic, political, social, cultural, and environmental factors shaped and were shaped by historical events. They will engage with the historical narrative as well as with the ethical debates that shaped the country.

Students will develop research, literacy, analytical thinking, and communication skills through the close study and engagement with primary and secondary sources. The relationship between events, the credibility of sources, and the need to examine multiple points of view will be incorporated through the course. Also in this course, students will demonstrate understanding of the US and Illinois Constitutions and successfully pass the Public Law 195 test.

### African American History (grade 11)

The study of African American history will provide an in-depth analysis of the often overlooked and reduced importance of the events and contributions of African Americans in the US. This course will allow students to engage with historical events and facts, question the missing voices in the literature, and analyze the contradictions of democracy and freedom in the nation's foundation. Students will come to understand the multiple and complex aspects of African American life and the development of Black culture from historical, social, and political perspectives. This will help students to realize that, while African Americans' collective experiences in the US constitute a particular shared identity, the variety within Black life is as rich and complex as that of any people.

Section 2.1a Appendix 7—Dyett High School 4 Yr Proposed Course Schedule

GRADES 9 -12

**Bold Type = Required Coursework** *Italic Type = Electives*

Grad Recs	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English—4 Yrs	<ul style="list-style-type: none"> <li>- <b>World Literature I</b></li> <li>- <i>Writing Workshop</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>World literature II</b></li> <li>- <i>Writing Workshop</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>American Literature</b></li> <li>- <i>Humanities (11 or 12<sup>th</sup> grade)</i></li> <li>- <i>AP English Lang &amp; Composition (11 or 12<sup>th</sup> grade)</i></li> <li>- <i>Writing Workshop</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>English IV</i></li> <li>- <i>AP English</i></li> <li>- <i>College English (CPS Dual Enrollment Program)</i></li> <li>- <i>AP English Literature &amp; Composition</i></li> <li>- <i>Writing Workshop</i></li> </ul>
Science—3 Yrs (1 Bio and 2 more lab sciences)	<ul style="list-style-type: none"> <li>- <b>Biology</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Chemistry</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Environmental Science</b></li> <li>- <i>AP Environmental Science</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Senior Project (with colloquium)</b></li> <li>- <i>Physics</i></li> <li>- <i>AP Chemistry</i></li> <li>- <i>AP Biology</i></li> </ul>
Mathematics—3 yrs	<ul style="list-style-type: none"> <li>- <b>Integrated Math I</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Integrated Math II</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Integrated Math III</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Integrated Math IV</b></li> <li>- <i>AP Calculus</i></li> </ul>
Social Science—3 yrs (incl. Constitution Test and	<ul style="list-style-type: none"> <li>- <b>World Studies</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>US History</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>African American History</b></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Community Internship</i></li> </ul>



<b>Consumer Ed Test.)</b>				
<b>Fine Arts—2 yrs (in two different arts ie: Visual Arts and Music)</b>	<ul style="list-style-type: none"> <li>- <i>Beginning Band</i></li> <li>-</li> <li>- <i>Beginning Mixed Chorus</i></li> <li>- <i>General Music</i></li> <li>- <i>Dance I</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Intermediate Band</i></li> <li>-</li> <li>- <i>Beginning Mixed Chorus</i></li> <li>-</li> <li>- <i>Dance II</i></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Jazz Band I</i></li> <li>-</li> <li>- <i>Music Theory I</i></li> <li>-</li> <li>- <i>Dance III</i></li> <li>- <i>Arts I</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Jazz Band II</i></li> <li>-</li> <li>-</li> <li>-</li> <li>- <i>Dance IV</i></li> <li>- <i>Arts II</i></li> </ul>
<b>World Language—2 yrs</b>		<ul style="list-style-type: none"> <li>- <i>Spanish I</i></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Spanish II</i></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Spanish III</i></li> <li>- <i>Honors/AP Spanish</i></li> </ul>
<b>CTE—3 yrs</b>		<ul style="list-style-type: none"> <li>- <i>Culinary Arts I</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Culinary Arts II</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Culinary Arts III</i></li> </ul>
<b>Phys Ed—4yrs</b>	<b>Phys Ed/Health</b>	<b>Phys Ed/Health</b>	<b>Phys Ed/Health</b>	<b>Phys Ed/Health</b>
<i>(Career and/or Elective credit)</i>	<i>Seminar</i>	<i>Seminar</i>	<i>Seminar</i>	<i>Seminar</i>
<b>Colloquia/ Internships</b>	Freshman Community Internship based on required 9th grade Science and World Studies classes explores civic, social, and environmental responsibility at local and global levels. Freshmen year will focus on	10th graders participate in colloquium based on US history and World Literature, through which they work in groups to learn community justice skills, explore community issues, and develop social action projects.	Junior year has a national focus. The colloquium projects will be based on junior year required coursework in African American History and Environmental Science. -	Senior year will have International focus. Students will be encouraged to do a Major project as a part of this year's work with a global organization. Studies might include a look at the similarities, differences and practices as well as creative

	acquiring a solid understanding of local community institutions how they operate and how they affect their daily life.			solutions. They can study human rights practice, Fair Trade. Art and Music food resources and much more. -
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Section 2.1d Appendix 8—Feeder School NWEA and Explore Data

	<b>Burke</b>	<b>Dulles</b>	<b>Mollison</b>	<b>Fiske</b>	<b>Reavis</b>	<b>Woodson South</b>
<b>NWEA Reading</b>	<b>7th: 6 8th: 5</b>	<b>7th: 1 8th: 3</b>	<b>7th:6 8th: 9</b>	<b>7th: 8 8th: 18</b>	<b>7th: 9 8th: 15</b>	<b>7th: 24 8th: 22</b>
<b>NWEA Math</b>	<b>7th: 6 8th: 5</b>	<b>7th: 1 8th: 2</b>	<b>7th: 23 8th: 13</b>	<b>7th: 6 8th: 13</b>	<b>7th: 1 8th: 4</b>	<b>7th: 25 8th: 42</b>
<b>Explore Reading</b>	13.3	11.8	13.6	13.4	14.7	12.2
<b>Explore Math</b>	14.6	14.6	14.8	16.5	15.4	14.8

NWEA data refers to the percentile for the school based on grade level performance and compares the school's performance to the national average school.

## Section 2.2d    **Appendix 9—Partner Organizations for Internships and Colloquia**

### **Local**

- Black Metropolis Convention and Tourism Council
- Kenwood Oakland Community Organization
- Chicago Teacher’s Union
- Action Now
- DuSable Museum
- DePaul University Egan Center
- The Plant Chicago
- Chicago Botanical Garden
- The Jazz Institute of Chicago
- The Chicago Defender
- Ain’t She Sweet Cafe

### **National**

- Annenberg Institute for School Reform
- Advancement Project
- Alliance for Education Justice
- Center for Popular Democracy
- Rainbow Push Coalition
- Journey for Justice Alliance

### **International**

- Amnesty International
- The Model UN
- Equal Education
- Human Rights Watch
- The Universal Zulu Nation

Section 2.2e **Appendix 10—Sample Parent Involvement Calendar (partial list)**

Month	Parent Involvement/Engagement
May/June 2016	<ul style="list-style-type: none"> <li>• Spring feeder school alignment forums (Reavis, Mollison, Burke, Fuller, Fiske, Till, Woodson, Dulles, etc)</li> <li>• Parent Outreach Day - parent volunteers knock on doors to publicize Dyett HS, engage participation</li> <li>• Facebook Monthly Parent Newsletter</li> <li>• Monthly Parent Leadership Team Meeting</li> </ul>
July/Aug 2016	<ul style="list-style-type: none"> <li>• Sustainable Community School Kick-off Forum</li> <li>• Community walk - get to know community, leaders, institutions</li> <li>• Facebook Parent Monthly Newsletter</li> <li>• Interactive School Website (calendar, register, news, etc.) updated monthly</li> <li>• LSC/PAC</li> </ul>
September 2016	<ul style="list-style-type: none"> <li>• Open house -Parent volunteer registration -Parent survey</li> <li>• Community walk - get to know community, leaders, institutions</li> <li>• Facebook Parent Monthly Newsletter</li> <li>• Monthly Coffee Chat w/Principal (held at Robust, Greenline Coffee, Sip &amp; Savor, etc)</li> <li>• Monthly Parent Leadership Team Meeting</li> <li>• LSC/PAC</li> </ul>
October 2016	<ul style="list-style-type: none"> <li>• State of the school town hall (parents can participate via twitter)</li> <li>• Facebook Parent Monthly Newsletter</li> <li>• Monthly Coffee Chat w/Principal (held at Robust, Greenline Coffee, Sip &amp; Savor, etc)</li> <li>• Monthly Parent Leadership Team Meeting</li> <li>• LSC/PAC</li> </ul>
November 2016	<ul style="list-style-type: none"> <li>• Academic Parent/Teacher Scheduled Conference</li> </ul>

	<ul style="list-style-type: none"> <li>● Facebook Parent Monthly Newsletter</li> <li>● Internship/Colloquium Open House</li> <li>● Monthly Coffee Chat w/Principal (held at Robust, Greenline, Sip &amp; Savor, etc)</li> <li>● LSC/PAC</li> </ul>
December 2016	<ul style="list-style-type: none"> <li>● Facebook Parent Monthly Newsletter</li> <li>● Monthly Coffee Chat w/Principal (held at Robust, Greenline Coffee, Sip &amp; Savor, etc)</li> <li>● Monthly Parent Leadership Team Meeting</li> <li>● LSC/PAC</li> </ul>
January 2017	<ul style="list-style-type: none"> <li>● Facebook Parent Monthly Newsletter</li> <li>● Monthly Coffee Chat w/Principal (held at Robust, Greenline Coffee, Sip &amp; Savor, etc)</li> <li>● Community walk - get to know community, leaders, institutions</li> <li>● 2017-2018 Parent planning workshop</li> <li>● Monthly Parent Leadership Team Meeting</li> <li>● LSC/PAC</li> </ul>
February 2017	<ul style="list-style-type: none"> <li>● State of the school town hall (parents can participate via twitter)</li> <li>● Facebook Parent Monthly Newsletter</li> <li>● Monthly Coffee Chat w/Principal (held at Robust, Greenline, Sip &amp; Savor, etc)</li> <li>● Monthly Parent Leadership Team Meeting</li> <li>● LSC/PAC</li> </ul>
April 2017	<ul style="list-style-type: none"> <li>● Academic Parent/Teacher Scheduled Conference</li> <li>● Facebook Parent Monthly Newsletter</li> <li>● Monthly Coffee Chat w/Principal (held at Robust, Greenline Coffee, Sip &amp; Savor, etc)</li> <li>● Monthly Parent Leadership Team Meeting</li> <li>● LSC/PAC</li> </ul>



May/June 2017	<ul style="list-style-type: none"> <li>• Spring feeder school alignment forums (Reavis, Mollison, Burke, Fuller, Fiske, Till, Woodson, Dulles, etc)</li> <li>• Facebook Parent Monthly Newsletter</li> <li>• Internship/Colloquium Open House</li> <li>• Monthly Coffee Chat w/Principal (held at Robust, Greenline Coffee, Sip &amp; Savor, etc)</li> <li>• Monthly Parent Leadership Team Meeting</li> <li>• LSC/PAC</li> </ul>
June 2017	<ul style="list-style-type: none"> <li>• 2017-2018 Parent planning workshop</li> <li>• Facebook Parent Monthly Newsletter</li> <li>• Monthly Coffee Chat w/Principal (held at Robust, Greenline, Sip &amp; Savor, etc)</li> <li>• Monthly Parent Leadership Team Meeting</li> <li>• LSC/PAC</li> </ul>

## Section 2.3a

## Appendix 11—Dyett High School Quantitative Goals

SQRP Metric	2011-2012 Dyett	2014-15 CPS 9th-12th Grade Schools Average**	2014-15 Network 9 (9- 12 Grade Schools) Average**	2016-2017 Goal	2017-2018 Goal	2018-2019 Goal	2019-2020 Goal	2020-2021 Goal
National School Growth Percentile on the EXPLORE, PLAN, and ACT Assessments	15	33	20	40	47	55	62	70
African American National School Growth Percentile on the EXPLORE, PLAN, and ACT Assessments		26	20	30	35	40	45	50
Hispanic National School Growth Percentile on EXPLORE, PLAN, ACT	N/A	43	N/A	N/A	N/A	N/A	N/A	N/A
ELL National School Growth Percentile on the EXPLORE, PLAN, and ACT	N/A	13	N/A	N/A	N/A	N/A	N/A	N/A
Diverse Learners National School Growth Percentile on the EXPLORE, PLAN, and ACT Assessments		22	8	30	35	40	45	50
National School Attainment Percentile on EXPLORE, PLAN, and ACT	6	29	24	40	47	55	62	70
Freshman On-Track Rate	53.4	81	82	80	82	84	86	88
4-Year Cohort Graduation Rate	44	70	71	70	72	74	76	78
College Enrollment Rate	39.3	55	61	60	62	64	66	68
College Persistence Rate	43.2	64	64	66	68	70	72	74
Early College & Career Credentials	6.8	29	17 *	*		26	28	30
Average Daily Attendance	65.8	89	85	86	87	88	89	90
1-Year Dropout Rate	17.6	3	3	3	2.5	2	1.5	1
My Voice, My School Survey								
Mission Specific Goal: Percent of students completing an interdisciplinary Global Leadership & Green Technology Grade-level Capstone Project.	N/A	N/A	N/A	80	82	84	86	88
Mission Specific Goal: % students successfully completing colloquia	N/A	N/A	N/A	80	82	84	86	88
	note: This is a 5-year cohort graduation rate. This is the only data available for that year.							
	note: This is 2014 data, the only year for which we could find it.							
* we do not expect 9th and 10th graders to be engaged in these exams or courses								
**calculated as an arithmetic mean from file downloaded from cps.edu titled "SY14_SQRP_Report_CPSEDU_FINAL_20141204"								

Section 2.3b      Appendix 12—Dyett HS Testing Schedule

<b>Annual Testing Schedule for Dyett HS</b>						
<b>Timeline</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>	<b>Standards</b>	<b>Subjects</b>
<b>Early Fall - Initial Assessment</b>	EXPLORE	PLAN	ACT		College Readiness Standards	core subejcts
<b>Early Fall - Initial Assessment</b>	teacher-created authentic assessment				CCSS	all
<b>End of first quarter</b>	teacher-created authentic assessment				CCSS	core subejcts
<b>End of second quarter</b>	teacher-created authentic assessment				CCSS	core subejcts
<b>End of third quarter</b>	teacher-created authentic assessment				CCSS	core subejcts
<b>Spring</b>	EXPLORE	PLAN	ACT		College Readiness Standards	core subejcts
<b>Spring</b>			AP Exams	AP Exams		
<b>End of fourth quarter</b>	teacher-created authentic assessment				CCSS	core subejcts
<b>Throughout the year</b>	going, formal and informal, formative assessments of various fo				CCSS & College Readiness Standards	all
<b>As determined by CPS</b>	PARCC Testing				CCSS	TBD

## Section 2.4c      **Appendix 13—Dyett HS Professional Development Calendar**

### Professional Development Priorities:

**P1: Theories and practices of teaching, learning, and assessment** - development of teachers as members of a community of reflective practitioners to support the creation of relevant, critical, CCSS-aligned curricula and the use of data to continuously improve teaching practice and student learning.

**P2: Global leadership and environmental sustainability** - engagement of teacher learning community in exploration issues related the the school’s mission and their application to teaching and the school community.

**P3: Learning from and with the Dyett school community** - continuous development of staff knowledge of Bronzeville’s history, culture, institutions, resources, and strengths as well as engagement with all members of the community in reflective practice and decision making.

Date(s)*	PD Type	Participants	Description/Priority Alignment
July 25-29, 2016	Teacher Induction	Principal, Teachers, Parents, Community	Curriculum development (P1), and extensive school -- mission, vision, goals, policies, norms --and community orientation (P2&P3)
Aug. 30 - Sept. 2, 2016	Teacher Institute Days	All Staff Members, Parents, Community	Development of professional school community that encourages teachers to share knowledge (P1), work with colleagues in support of the mission (P2), and become deeply knowledgeable of Bronzeville (P3). Continued curriculum work (P1).
Sept. 7, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Sept. 14, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Sept. 21, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green

			technology (P2).
Sept. 28, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Oct. 5, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Oct. 12, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Oct. 19, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Oct. 26, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Nov. 2, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Nov. 9, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Nov. 10, 2016	School Improvement Day	All Staff Members, Parents, Community	Engage with data from all forms of assessment to improve teaching and strengthen student learning (P1), learn about Bronzeville's history, culture, institutions, resources, and strengths (P3)
Nov. 16, 2016	Wednesday	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school

	PD		culture and community relationships (P3); and global leadership and green technology (P2).
Nov. 30, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Dec. 7, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Dec. 14, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Dec. 21, 2016	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Jan. 4, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Jan. 11, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Jan. 18, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Jan. 25, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).



Feb. 1, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Feb. 3, 2017	School Improvement Day	All Staff Members, Parents, Community	Engage with data from all forms of assessment to improve teaching and strengthen student learning (P1), learn about Bronzeville's history, culture, institutions, resources, and strengths (P3)
Feb. 8, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Feb. 15, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Feb. 22, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Mar. 1, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Mar. 8, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Mar. 15, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Mar. 22, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).

Mar. 29, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Apr. 5, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Apr. 7, 2017	School Improvement Day	All Staff Members, Parents, Community	Engage with data from all forms of assessment to improve teaching and strengthen student learning (P1), learn about Bronzeville's history, culture, institutions, resources, and strengths (P3)
Apr. 12, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
Apr. 26, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
May 3, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
May 10, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
May 17, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
May 24, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).

May 31, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
June 7, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
June 14, 2017	Wednesday PD	Principal, Teachers	Teacher-led PD around teaching, learning, and assessment (P1); school culture and community relationships (P3); and global leadership and green technology (P2).
June 21, 2017	Teacher Institute Day	All Staff Members, Parents, Community	Reflection on work in all priority areas (P1, P2, P3), celebration of successes with community, parents, students (P3).

\* Dates are approximate and subject to change based on the CPS calendar for the 2016-2017 school year.

Please note that in addition to all professional development listed on this calendar, teachers will also engage in weekly academic department and grade-level team meetings. Each academic department will write standards-based common assessments, align curriculum to standards, review student data, reflect on teaching and learning, use protocols to look at student work, and discuss readings about improving instruction and learning. Each GLT will discuss individual student needs based on weekly data reports concerning academic, attendance, and behavioral issues. In terms of professional development, GLTs will discuss readings relating to social and emotional learning, community involvement, and student interventions.

Section 2.6a     Appendix 14—Student Enrollment Chart

<b>2.6 Student Recruitment</b>			
<b>a. Enrollement Chart</b>			
<b>Academic Year</b>	<b>Planned Number of Students</b>	<b>Maximum Number of Students</b>	<b>Grade Levels</b>
<b>2016-2017</b>	151	155	9
<b>2017-2018</b>	302	310	9--10
<b>2018-2019</b>	453	465	9 --11
<b>2019- 2020</b>	604	620	9 --12
<b>2020-2021</b>	604	620	9 --12
<b>At Capacity</b>	604	620	9 --12

## Section 2.7b    **Appendix 15—Serving Students in Temporary Living Situations (STLS)**

*i. How will the proposed school ensure immediate enrollment as well as sensitive, inclusive treatment of homeless students? What steps will the school take to retain this population?*

At the core of Dyett HS is the practice of sustainable community schools (SCS). A critical element of SCS is that all students, including STLS students, receive extensive and comprehensive wrap-around supports. Dyett HS will have an STLS liaison who sets up identification, and services, trains all staff, is directly connected to enrollment, and works closely with the CPS STLS manager. Our wrap-around services will include counseling, medical and dental services if needed, and support groups for students to have a forum to fellowship with other students who are in similar circumstances. Support groups will be open to students who are currently homeless, have been homeless in the past, and other students who share a desire to make school an inclusive space for all students. Students and family services are coordinated through the STLS liaison, principal, school counselor, and a resource coordinator. The resource coordinator position will be funded through the Community Schools Initiative and the 21st Century Community Learning Centers. The STLS liaison will be responsible for working with our community's social service agencies to provide assistance to those homeless students and families that need support.

Any student who wants to enroll at Dyett HS and either states that they are homeless or have been identified by the school as being homeless will be immediately enrolled. On the back of all student enrollment forms, there is a section that allows parents/guardians/caregivers to check a box that identifies their current living situation. No documentation will be required in order to enroll and it will be the duty of the STLS liaison to seek and secure previous school records, birth certificates, immunizations, physicals, etc. This information will be held in confidence and shared with only staff who need to know. All Dyett HS parents will be given a copy of CPS' policy and definition for qualifying for STLS services and resources at the beginning of each year and upon enrollment of their child. In protecting this population of students, Dyett HS is also committed to maintaining consistency for this population of students and understands that their living situations may change. Because of these potential changes in living situations, Dyett HS will be committed to maintaining the enrollment of STLS students who move outside of the attendance boundary. The school will provide Ventra cards for transportation for STLS students to travel to and from school and all school activities. Parents/guardians/caregivers will also be afforded transportation to attend and participate in all school and school-related activities.

*ii. How will homeless students be included in all proposed school programs and activities and receive additional support services?*

Dyett HS is committed to being a community school that is inclusive for all students, including those students without permanent housing. It is important to our mission that all students will have equitable access to all programs and activities that are provided to students. To ensure this, STLS students will have all school and activity fees waived and field trips will be provided free of charge. Dyett HS understands that participating in school programs and activities is more than fees and transportation. Students will receive assistance with uniforms, hygiene kits, and school supplies needed for any programs or activities at the school. Technology in the 21<sup>st</sup> century is a must, and students without permanent housing will have access to technology after school and to tablets and laptops that can be checked out to use for learning opportunities and activities. A benefit of being a community school is the partnership between the school and community members. Dyett HS would like to provide students without permanent housing opportunities for mentorship from community members who can provide academic, social, and/or economic support.

*iii. How will the proposed school's administration annually prepare and train staff regarding the needs and rights of homeless students?*

Dyett HS is sensitive to all forms of discrimination, including, but not limited to, discrimination based on disability, race, housing status, ethnicity, gender, and LGBTQ community. Because research shows that LGBTQ youth can experience high rates of homelessness, training around these issues and the intersectionality of homelessness and belonging to the LGBTQ community will be an ongoing area of training with all staff members. The STLS liaison and the principal will attend mandatory STLS training provided by CPS and will provide training for all staff. In addition to this mandatory training, Dyett HS will invite members of community agencies to provide ongoing training and support to staff throughout the school year, including professional development days. Dyett HS will provide a monthly resource bulletin for all staff members to keep them updated both on issues that are directly related to STLS students and families and detail the rights of said students.

*iv. How will parents of students who are homeless be included in any governing or advisory bodies as well as other school activities, which are available to all families in the proposed school?*

Our Sustainable Community School model is based on the premise that parents and/or guardians need to be integrally involved in developing and enacting our school vision. Thus, all Dyett HS parents/guardians/caregivers of STLS students will be sensitively sought out to participate in parent leadership groups because of our commitment to be inclusive in engaging parents regardless of circumstance. Additionally, parents will be able to receive Ventra cards for report card pick ups, parent conferences, LSC meetings, parent trainings, and all other school activities that parents are being asked to or would like to attend.

*v. How will the proposed school provide transportation to a student and, if appropriate, the student's parents, if it is the "school of origin" for the homeless student?*

Parents/guardians/caregivers will be assisted in filling out an STLS application for free transportation to and from school site and they will receive Ventra cards to assist with transportation for all school events.

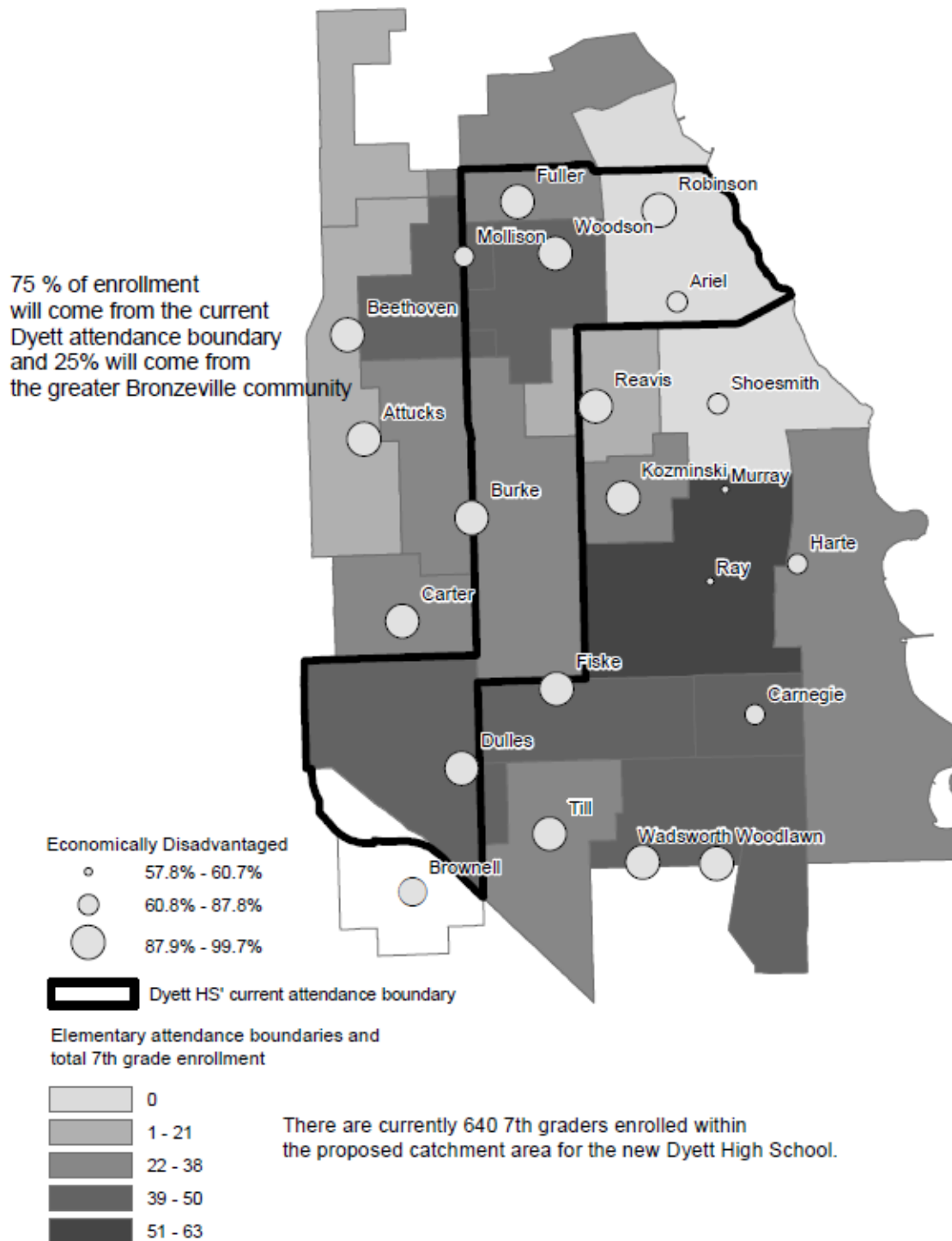
*vi. How will the proposed school coordinate with other entities to comprehensively serve the needs of students without housing?*

The STLS liaison, along with the resource counselor, will maintain relationships with shelters in the area and other resources such as food pantries, social service agencies, and not for profits in the area and maintain information for parents when they are without a permanent or temporary place to stay, such as informing parents of the resources of 311. Dyett HS will maintain a list of shelters, counseling services, food pantries, and domestic violence assistance resources for parents to utilize and provide contact assistance when necessary. As a community school, it is important to Dyett HS to develop and maintain relationships with other relatives of STLS students.

# Section 3.1a— Appendix 16

## Dyett Attendance Boundary


### Proposed Attendance Boundaries for the Walter H. Dyett Global Leadership & Green Technology Community High School



Section 3.2a      **Appendix 17—Community Stakeholder Meetings**

<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
Strategic Planning	MidSouth Education Association	6/2009	(from email minutes) Dyett, Robinson
Strategic Planning	MidSouth Education Association	7/23/2009	(from email minutes), at KOCO, Curriculum Alignment one topic; Robinson, King, Dyett,
Meeting	MidSouth Education Association	10/6/2009	(agenda)
School Strategic Planning	MidSouth Education Association	10/13/2009	(agenda) Curriculum alignment was one topic
Community Led Schools Alignment	MidSouth Education Association	3/9/2010	(agenda) at Dyett
School Alignment Planning	MidSouth Education Association	4/13/2010	(agenda)
School Alignment Planning	MidSouth Education Association	5/11/2010	(agenda)
School Alignment Meeting with Alderman Toni Preckwinkle	MSEA/KOCO	5/24/2010	(agenda)
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
School Alignment	MidSouth Education Association	7/6/2010	(agenda)
Retreat	MidSouth Education	7/31/2010	(agenda)



	Association		
School Alignment	MidSouth Education Association	8/17/2010	(agenda and overview document) at Dyett 
Community Led Alignment Teachers' Retreat	MidSouth Education Association	9/24/2010	(photos)
School Alignment	MidSouth Education Association	10/19/2010	(agenda and overview document)
Community Led Alignment Process (CLAP)	MidSouth Education Association	11/9/2010	(agenda and sign-in and overview document) at Mollison
Community Led Alignment Process (CLAP)	MidSouth Education Association	2/8/2011	(sign-in and overview document)
Meeting	MidSouth Education Association	3/10/2011	(sign-in) at Dyett, parents from Price, Mayo, Reavis, Mollison, Dyett, Robinson
School Alignment Planning Meeting	MidSouth Education Association	5/31/2011	(agenda and overview document) at Dyett
Prep for CEO J. C. Brizzard Mtg		6/8/2011	(agenda)
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
Alignment Team School Transformation Retreat	MidSouth Education Association	6/25/2011	(sign-in and draft agenda and overview document) Schools: Dyett, Price, Robinson, Mollison, Fuller Partners: Chicago Teacher's Union, Teachers for Social

			Justice, UIC College of Education, Chicago Public Schools
Meeting	MidSouth Education Association	10/4/2011	(sign-in)
Bronzeville Global Achievers Village	MidSouth Education Association	11/10/2011	(sign-in)
Bronzeville School Transformation Forum	Bronzeville Global Achievers Village (BGAV)	11/16/2011	150 parents & community members in attendance (Fuller, Woodson, Price, Wadsworth, Mollison, Reavis, Dyett, Wells schools and various community orgs)
Robinson Transformation Forum	Mid-South Education Association and BGAV	11/29/2011 5 - 6pm	(flyer)
Fuller Transformation Forum	Mid-South Education Association and BGAV	11/29/2011 6 - 8 pm	(flyer)
Price Transformation Forum and Community Meeting	Mid-South Education Association and BGAV and Will Burns?	11/29/2011 5:30 - 8 pm	(flyers)
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
Dyett High School Transformation Forum	Mid-South Education Association and BGAV	11/29/2011 5 - 6pm	(sign-in and flyer) at Dyett
Meeting	Mid-South Education Association	12/12/2011	(sign-in) parents from Fuller, Dyett, Price, Robinson, Doolittle
Meeting	Mid-South Education Association	12/20/2011	(sign-in) Price, Robinson, Dunbar, Dyett, Fuller, Ariel,

			Kenwood, parents
Outreach at LSC Meetings	MidSouth Education Association	11/2012 and 12/2012	(sign-ins) Dunbar, Beethoven, Reavis, and Shoesmith
Subcommittee Meeting	Bronzeville Global Achievers Village	11/15/2012	(sign-in) meeting included parents, students, partners
Doolittle Parent Meeting	MidSouth Education Association	11/20/2012	(sign-in)
The Truth About School Closings	KOCO/MSEA	1/21/2013	(sign-in) 75 in attendance
Schools Forum	KOCO/MSEA	3/11/2013	(sign-in) over 150 community members and local parents in attendance
Meeting	Committee to Revitalize Dyett	10/7/2013?	(agenda, handouts, summary, sign-in)
Dyett Student Meeting	KOCO	10/9/2013 and 10/25/2013	(sign-in)
Dyett Planning	Coalition to Revitalize Dyett	11/8/2013 and 11/9/2013	(sign-in)
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
Bronzeville Education Summit	Coalition to Revitalize Dyett	1/20/2014	(sign-in) over 85 attendees
Education Retreat	Mid South Ed. Association	4/16/2014	parents, community members
Stakeholder Meeting	Dusable Museum/Coalition	4/24/2014	coalition partners
Stakeholder Meeting with Andrea Zopp, CPS Board Member	Coalition to Revitalize Dyett	5/21/15	presentation of proposal

Stakeholder Meeting with David Vitale, CPS Board Member	Coalition to Revitalize Dyett	5/27/14	presentation of proposal
Dyett Education Town Hall	Coalition to Revitalize Dyett	5/27/14	(sign-in) Over 100 parents and community members attended
Alderman Burns	Coalition to Revitalize Dyett	6/5/14	Alderman Burns, Chief of Staff, Education Liaison, parents, community members
Education Town Hall	Operation PUSH	6/27/14	(sign-in)
Save Dyett Picnic	Coalition to Revitalize Dyett	7/6/2014	(sign-in)
Meeting with Representative Barbara Flynn Curry's Office	Committee to Revitalize Dyett	8/14/14	presentation of proposal
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
Meeting with State Sen. Mattie Hunter	Committee to Revitalize Dyett	8/14/14	presentation of proposal
Meeting with State Sen. Kwame Raoul Office	Committee to Revitalize Dyett	8/14/14	presentation of proposal
Meeting with State Rep. Ken Dunkin's Office	Committee to Revitalize Dyett	8/14/14	presentation of proposal
Meeting with Rep. Christian Mitchell's Office	Committee to Revitalize Dyett	8/14/14	presentation of proposal
Meeting with Cong. Bobby Rush's Office	Committee to Revitalize Dyett	8/14/14	presentation of proposal

Meeting with Alderman Will Burns Office	Committee to Revitalize Dyett	8/14/14	presentation of proposal
Meeting with Alderman Pat Dowell - meeting with Education Director - Mr. Elchert	Committee to Revitalize Dyett	8/14/14	presentation of proposal
Meeting with State Rep. Ken Dunkin	Committee to Revitalize Dyett	8/18/14	presentation of proposal
Community Org/ Stakeholder mtg w/ Kassandra Hinrichsen - The Plant	Design Team/Coalition to Revitalize Dyett	10/16/14	
Dyett Global Leadership and Green Technology High School Implementation Retreat	Coalition to Revitalize Dyett	10/25/14	(referenced in agenda for 1/10/2015)
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
Summit on Urban Education	Journey 4 Justice, Operation Push	10/28/14	(sign-in) 300 parents, teachers, community members attended
Stakeholder Meeting with Dr. Azcoitia, CPS Board Member	Coalition to Revitalize Dyett	11/10/14	presentation of proposal
Dyett Global Leadership and Green Technology High School Implementation Retreat	Coalition to Revitalize Dyett	11/12/2014	(flyer and agenda)
Monday Night	Coalition to Revitalize	11/17/14	parents, community

Mingle	Dyett		members in attendance
Dyett Global Leadership and Green Technology High School Implementation Retreat	Coalition to Revitalize Dyett	1/10/15	(agenda)
Beethoven local school council meeting.	KOCO	1/21/15	presentation of proposal
King local school council meeting.	KOCO	1/21/15	presentation of proposal
Meeting with Jesse Ruiz. Chicago public schools board Member	Coalition to Revitalize Dyett	1/22/15	presentation of proposal
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
Mollison Local school council meeting. January 28	KOCO	1/26/15	presentation of proposal
CPS board meeting	Coalition to Revitalize Dyett	1/28/15	
Mollison local school council meeting	KOCO	2/4/15	presentation of proposal
Dyett writing retreat.	KOCO	2/7/15	presentation of proposal
Meeting with Pastor Hodges at his church.	KOCO	2/8/15	presentation of proposal
Community Org/stakeholder	Coalition to Revitalize Dyett	2/11/15	presentation of proposal

meeting w/ DuSable President Bob Blackwell			
Dolittle local school council meeting	KOCO Coalition to Revitalize Dyett	2/11/15	presentation of proposal
Fuller local school council meeting	KOCO Coalition to Revitalize Dyett	2/11/15	presentation of proposal
Mid-South Education Parent Education Breakfast.	KOCO MSEA	2/16/15	
<i>Title</i>	<i>Organization</i>	<i>Date</i>	<i>Notes</i>
King local school council meeting	KOCO	2/17/15	presentation of proposal
Dyett strategy meeting with parents	Coalition to Revitalize Dyett	2/17/15	
Woodson Local School Council Meeting	KOCO Coalition to Revitalize Dyett	2/18/15	
Beethoven local school council meeting	KOCO	2/18/15	presentation of proposal
Reavis local school council meeting	KOCO Coalition to Revitalize Dyett	2/19/15	presentation of proposal
Till Local School Council Meeting	Coalition to Revitalize Dyett	3/18/15	presentation of proposal
Meeting with PAC and principal and at Reavis Elementary School	Coalition to Revitalize Dyett KOCO	3/22/15	presentation of proposal

Dyett Public Town hall meeting	Coalition to Revitalize Dyett	3/24/15	approximately 100 parents in attendance (sign in)
Education Rally about sustainable community schools.	KOCO J4J	3/26/15	
Fiske Meeting with Local School Council representatives	Coalition to Revitalize Dyett	4/1/15	presentation of proposal



Section 3.2a **Appendix 18—LIST OF BUSINESSES, CHURCHES, AND ORGANIZATIONS  
NOTIFIED ABOUT WALTER DYETT GLOBAL LEADERSHIP AND GREEN  
TECHNOLOGY HIGH SCHOOL**

<b>Name of Business</b>	<b>Address</b>	<b>Contact/Notified</b>	<b>Phone #</b>
Greenline Coffee	501 E. 61st Street	✓	773/329-1912
Robust Coffee Lounge	6300 S. Woodlawn	✓	773/891-4240
Daley's Restaurant	809 E. 63rd Street	✓	773/643-6670
Currency Change Cafe	305 E. Garfield Blvd	✓	773/855-9163
Cain Barber College	365 E. 51st Street	✓	
1130 Midway Plaisance Ice Rink	1130 Midway Plaisance N.	✓	312/ 745-2470
Ms. Biscuit	5431 S. Wabash	✓	773/268-8088
Christian Fields Style Bar	6550 S. Cottage Grove Avenue	✓	773/288-5627
Woodlawn Animal Hospital	6523 S. King Dr.	✓	773/288-3744
61st Street Farmers Mkt.	6100 S. Blackstone Ave.	✓	773/241-6044
Parkway Hoagies	6437.5 S. Blackstone Avenue	✓	773/752-6300
Checkers	5451 S. Wentworth Ave	✓	773/268-5145
Harold's Chicken Shack	6419 S. Cottage Grove Ave.	✓	773/363-9586
Jamaica Jerk Spice	6500 S. Cottage Grove. Ave.	✓	773/955-4333
Cupcake Gangsters	6213 S. Woodlawn	✓	773/817-9579

Jackson Park Golf Course	6401 S. Richards	✓	773/667-0524
<b>Name of Business</b>	<b>Address</b>	<b>Contact/Notified</b>	<b>Phone #</b>
Midway Plaisance	731 E. 60th Street	✓	773/324-6498
JJ Fish and Chicken	5401 S. Wentworth Ave.	✓	773/268-1600
Gordon Family Chiropractic	5769 S. Wentworth Ave	✓	773/536-2300
Little Wok	103 E. 51st Street	✓	773/548-8855
Jamaica Jerk Chicken	6400 S. Cottage Grove	✓	773/955-4333
Cafe Logan	915 E. 60th Street	✓	773/702-2787
Al's Beef	5441 S. Wentworth Avenue 60609	✓	773/373-4700
University of Chicago Law School	1111 E. 60th Street 60686	✓	773/373-4700
Union Submarine Shop	110 E. 51st Street 60615	✓	773/373-2040
Aromatic Synsation	6540 S. Cottage Grove Ave 60637	✓	773/324-6335
Midway Market	6031 S. Ellis Avenue 60637	✓	773/ 702-3347
Honey's To Go	5401 S. Wentworth	✓	773/ 536-8282
Grand Chinese Kitchen	5401 S. Wentworth 60609	✓	773/536-8282
Odyssey II	211 E. Garfield Blvd. 60637	✓	773/947-0956
Big Daddy's Pizza	725 E. 63rd Street 60637	✓	773/324-2200
King JJ Fish & Chicken	51 E. 51st Street 60615	✓	773/702-2787

South Side YMCA	6330 S. Stony Island 60637	✓	773/947-0700
Provident Hospital	500 E. 51st	✓	773/667-7090
<b>Name of Business</b>	<b>Address</b>	<b>Contact/Notified</b>	<b>Phone #</b>
Subway	115 E. 51st Street 60615	✓	773/947-0700
Wayne's Bar-B-Que and Cajun	5401 S. Wentworth Ave. 60609	✓	773/536-2282
Church's Chicken	6 W. 59th Street	✓	773/667-1055
J&J Fish	6458 S. Cottage Grove Ave 60637	✓	773/667-7090
Ashieka Daniels	5843 S. State Street	✓	773/268-5664
Walgreens	5401 S. Wentworth Ave	✓	773/268-5664
Arts Incubator	301 E. Garfield Blvd	✓	773/702-9724
Urban Village Church	1407 E. 60th Street 60637	✓	773/834-1144
Elmo's Tombstone Service	6023 S. State Street 60637	✓	773/493-3865
St. Phillip Lutheran Church	6232 S. Eberhart Ave 60637	✓	773/493-3865
Mandel Legal Aid Clinic	6020 S. University Avenue	✓	773/702-9611
KCH Residential Brokerage	44 W. Garfield Blvd. 60609	✓	773/957-3599
REO Self Storage	6714 S. Cottage Grove 60637	✓	773/752-7701
Shark's Fish & Chicken	447 E. 63rd Street 60637	✓	773/752-7701

KFC	7 E. Garfield Blvd 60637	✓	773/363-0307
Mama Lucy's Cafe	6054 S. Prairie Ave 60637	✓	773/324-3295
<b>Name of Business</b>	<b>Address</b>	<b>Contact/Notified</b>	<b>Phone #</b>
Cosmo Department Store	6250 S. Cottage Grove Ave. 60637	✓	773/ 684-9390
Jordan's Closets	106 E. 51st Street 60615	✓	773/624-4104
McDonald's	6355 S. King Drive	✓	
Chicago Park District	6401 S. Stony Island Avenue 60637	✓	
Sammy's Grill and Restaurant	6359 S. King Drive 60637	✓	773/955-7900
Subway	115 E. 51st Street 60615	✓	773/538-8030
J J Atomic Sub	6458 S. Cottage Grove Avenue 60637	✓	773/667-6061
Lost Wooded Island in Jackson Park	6401 S. Stony Island 60637	✓	
Honey's To Go	5410 S. Wentworth Ave. 60621	✓	773/924-6636
Wah King Noodle Company	5770 S. Perry Avenue 60621	✓	773/684-8888
Arley D Cathey Dining Commons	6031 S. Ellis Ave. 60637	✓	773/702-7366
Flamingo Cocktail Lounge	6644 S. Cottage Grove Ave. 60637	✓	773/684-0600
The Living Room Cafe	806 E. 64th Street 60637	✓	773/643-6018
The Cats Meow	6107 S. King Dr. 60637	✓	773/684-3220

Ashley Stewart Woman	5401 S. Wentworth Avenue 60609	✓	773/624-5750
Port - O - Puppy	3400 S. Marquette Road 60637	✓	708/612-0207
<b>Name of Business</b>	<b>Address</b>	<b>Contact/Notified</b>	<b>Phone #</b>
Mobil	850 E. 63rd Street 60637	✓	773/955-9245
Jackson Park Yacht Club	6400 S. Promontory Drive 60649	✓	773/684-5522
Dream Gala	6351 S. Cottage Grove Avenue 60637	✓	N/A
Boulevard Ace Hardware	227 E. Garfield Blvd 60637	✓	773/363-3178
Greater Bethesda Baptist Church	5301 S. Michigan Avenue 60615	✓	773/373-3188
United States Post Office	700 E. 61st 60637	✓	800/275-8777

## **Jazz Links Jazz Masters Residency/Professional Staff Development Program Residency Program Descriptions:**

### **Jazz Lives!** *(It is preferable to schedule this session prior to the beginning of the eight week Residency.)*

Jazz Institute Education Associate, Katie Ernst will lead a classroom discussion and presentation about the characteristics of jazz and its influence on the popular music of today. Students will share their perceptions of jazz music and will be encouraged to look at this creative and relevant art form in a new way after listening to audio and video examples. This 30-minute presentation will be an informal musical exploration intended to get students excited about their 8-week jazz residency. It is preferable to schedule this session prior to the beginning of the eight week Residency.

### **Residency Programs Available in eight (8) sessions -**

#### **Jazz Band Intensive** (Recommended for junior high and high school jazz band or concert band classes)

The Jazz Band Intensive provides Junior High and High School musicians an invigorating opportunity to experience new jazz compositions and new ways of exploring improvisation in a large ensemble setting. Students will be provided with the tools for improvising, be exposed to different styles of jazz through listening and rehearsing, and develop knowledge in music theory. Lessons will be addressed to meet their level of experience and expertise. Teachers and their students will learn how to approach improvisation through learning and utilizing scales according to their abilities including: major and minor scales, pentatonic, dominant seventh, diminished, whole tone and chromatic scales. They will also be introduced to the concepts of chord relationships and neighboring tones. The instructor will work to help the students develop their understanding of the jazz art form appropriate to their level, and work with the teacher on how to best work with students on improvisation and jazz performance styles throughout the year. Written examples will be provided.

#### **Beyond 5 Lines and 4 Spaces** (recommended for grades 7 to 12)

This program will explore traditional practices of collective improvisation and how it has evolved into our modern concepts of collective improvisation used as a compositional content. In this residency, students will listen to and practice collective improvisational ideas from its African roots. These will include the New Orleans style, the swing band style of Fletcher Henderson in the 1930s, Sun Ra in the 1960s, Charles Mingus of the 1970s, and the present day collective Association for the Advancement of Creative Music's (AACM) Great Black Music Ensemble. Students will be able to see how our musical language has continued to evolve in the last 100 years beyond our 5 lines and 4 spaces into a new graphic language. Teachers will learn how to utilize concepts of collective improvisation in their instructional methods.

#### **The Jazz Voice** (Recommended for high school vocal music classes)

The class will be exposed to all different forms of jazz from traditional to non-traditional styles. The Residency will emphasize improvising (ad libs, scat singing) and creating new arrangements. The Residency will engage students in vocal exercises which encourage creativity and imagination. Students will be provided illustrations of techniques such as inflection, dynamics, vibrato, tone and color and how they are used in jazz vocals. Students will learn songs with special phrasing, providing exposure to and practice in vocal jazz technique. Students will learn about classic jazz vocalists, Abbey Lincoln, Ella Fitzgerald, Sarah Vaughan and others. Teachers and their students will learn exercises in rhythmic elements like time/feel, articulation and use of rhythms will be provided to assist with developing listening, as well as performing and speaking skills.

## **Jazz Links Jazz Masters Residency/Professional Staff Development Program Residency Program Descriptions (continued):**

#### **Jazz for Strings** (Recommended for high school string programs)

A new type of experience for string players where they will study contemporary music and learn to play at least two (2) jazz standards. Students should have a level of proficiency on the instrument, i.e., ability to tune their own instrument and ability to play some scales. Developing skills on their instrument as well as honing rhythmic skills in a noncompetitive environment is a key objective, resulting in performance with a rhythm section. Composers focused on range from Bach to Miles Davis. Teachers will learn how to incorporate jazz elements and techniques into their instructional methods.

**Jazzy Keys Piano Lab** (Recommended for elementary or high school classrooms with a Piano Lab)

A high energy, fast paced group piano workshop offering instruction in keyboard harmony, improvisation and note reading. Students will be able to play and improvise on the Blues, read a simple chord chart, play chords in the right hand and bass lines in the left hand. The instructor will reinforce the basic theory taught in their regular music class, and assist teachers on how to incorporate jazz elements and techniques into their instructional methods.

**Swinging, Grooving and Beyond: Improving Musicians' Time and Rhythm**

(Recommended for elementary and high school instrumental music classes)

This residency is designed to help young musicians form a solid rhythmic foundation in order to play strong, solid time and relatively complex rhythms and poly-rhythm to better express their musical ideas. These classes will also strengthen the musicians' understanding of and ability to play various jazz, African, Afro-Cuban and Brazilian rhythms, and assist teachers in working with developing student rhythm sections. Good time and rhythm is aided by teaching rhythmic coordination, which involves the use of the body to work on building an internal clock. Good time and rhythm are only part of the benefit of rhythmic coordination. With the development of good time and rhythm throughout the body, comes better overall coordination that pervades our everyday physical movement, which can last a lifetime.

**Creative Music/Graphic Notation** (Recommended for elementary or high school instrumental music classes.

General music classrooms can be accommodated)

In a regular music education setting, students learn to play and absorb music through conventional notation. Often this leaves students behind who do not grasp the written notation concepts easily. In graphic notation, there are no rights or wrongs, but students are guided towards genuine self-expression through art, use of mathematics, listening exercises, visualizations, all resulting in music through composed pieces written entirely through the method of graphic notation. Suitable for all proficiency levels within classroom structure. Teachers will learn how to use elements of creative music and graphic notation in their classrooms.

**Latin Jazz (Joplin, Puente, Gillespie, and Beyond: The Evolution of Latin Jazz)**

(Recommended for elementary or high school instrumental music classes.

General music classrooms can be accommodated)

The residency is designed as an introduction to the evolution of essential Afro-Cuban musical styles, rhythms, and instruments that are the foundation of music marketed as Latin jazz. Topics to be covered are: The history and African roots of Latin American music, and the evolution of Latin Jazz in the Americas. Students and Teachers will receive instruction in basic performance techniques of Afro Cuban percussion and featured "Latin Jazz standards" written in these essential musical styles. This residency is recommended for grades 5 thru 8 and high school instrumental ensembles.

**Jazz Links Jazz Masters Residency/Professional Staff Development  
Program Residency Program Descriptions (continued):**

**Broadening the Palette of the Jazz Aesthetic** (Recommended for high school instrumental classes.

Through this residency, students will experience a broadening of the palette of their jazz aesthetic by learning and performing creative music. The workshop will feature nontraditional song structures; nontraditional

notation; nontraditional chord progressions; dissonant melodies; odd meters; omni-rhythms; collective improvisation; unaccompanied solo improvisation; juxtaposition of different time signatures. Students will learn from 1 to 4 songs of varying complexity. The songs will be chosen and arranged to meet the instrumental specificity and proficiency of the ensemble. This workshop will be a departure from the standard jazz repertoire and will be expressively liberating and challenging.

***The Program incorporates the following eight National Standards into its approach:***

- 1) Singing, alone with others, a varied repertoire of music
- 2) Performing on instruments, alone and with others, a varied repertoire of music
- 3) Improvising melodies, variations, and accomplishments
- 4) Reading and notating music
- 5) Listening to, analyzing, and describing music
- 6) Evaluating music and music performances
- 7) Understanding relationships between music, the other arts, & disciplines outside the arts
- 8) Understanding music in relation to history and culture

***The Program focuses on the CPS Framework for Teaching Domain 3: Instruction:***

Domain 3 contains the components that are essential to the heart of teaching - the actual engagement of students in learning as they develop complex understanding and participate in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.



## Section 4.1     **Appendix 20—Design Team Members, Affiliations, and Contributions**

### *Design Team Members and Affiliations*

Lily Baker	Chicago Botanic Gardens
Jitu Brown	National Director - Journey for Justice Alliance
Dena Campbell	CPS Teacher Special Education Teacher, Teachers for Social Justice
Phillip Cantor	CPS Teacher/HS Science Department Chair, Teachers for Social Justice
Diane Chandler-Marshall	Director of Education, Chicago Jazz Institute
Joy Clendenning	Hyde Park CAC, Kenwood HS Parent and LSC Member
Andrea Cortes	CPS High School College Counselor
Royce Cunningham	LEED Certified Architect/Instructor
Eliza Fournier	Chicago Botanic Gardens
Bob George	Coalition to Revitalize Walter H Dyett, Nat. Dir. <i>Save our Schools</i>
Dr. Eric “Rico” Gutstein	Co-Facilitator, Design Team, Professor, UIC College of Education, Teachers for Social Justice
Sarah Hainds	Research Facilitator, Chicago Teachers Union
Missy Hughes	CPS High School English Instructor
Marc Kaufman	Joliet Junior College Writing Instructor
Jennifer Kirmes	CPS High School Principal
William Lamme	Retired CPS High School Social Studies Teacher, Teachers for Social Justice
Dr. Gregory Larnell	Assistant Professor, UIC College of Education
Dr. Carl Lawson	Retired CPS Principal
Princella Jaribu Lee	Education Organizer - Kenwood Oakland Community Organization
Dr. Pauline Lipman	Professor, UIC College of Education, Teachers for Social Justice
J. Brian Malone	Executive Director, Kenwood Oakland Community Organization
Daniel Morales-Doyle	UIC Visiting Lecturer/CPS HS Science Teacher Teachers for Social Justice
Irene Robinson	Irvin C. Mollison Parent, Coalition to Revitalize Walter H. Dyett HS
Yamali Rodriquez	CPS High School English Teacher, Teachers for Social Justice
Angela Sangha-Gadsden	CPS High School English Teacher, Teachers for Social Justice
Jeanette Taylor	Irvin C. Mollison Parent & LSC Chairperson
Jhatayn Travis	Bronzeville Community Member and Organizer
Duane Turner	Co-Facilitator, Design Team, Ed. Consultant, Retired CPS Administrator/Teacher
Aisha Wade-Bey	CPS Elementary Teacher
Dr. Federico Waitoller	Assistant Professor, UIC College of Education
Asif Wilson	Ex-CPS Middle School Science Teacher, Teachers for Social Justice

### *Design Team Members’ Contributions*

- Lily Baker works for the Chicago Botanic Garden as the Windy City Harvest Youth Farm Coordinator in the Washington Park neighborhood of Chicago, a  $\frac{3}{4}$ -acre urban farm site and youth program for 25 high school students that is located next to Dyett High School. Lily and her organization will continue to play a key role as partners in our curriculum and school development.
- Jitu Brown is the National Director for the Journey for Justice Alliance, a network of 30 grassroots community based organizations in 23 cities organizing for community driven school improvement . He is the former education organizer for the Kenwood Oakland Community Organization (KOCO). He attended Eastern Arizona and Northern Illinois majoring in communication. Jitu has over 20 years of bringing community voices to the table on school issues, transformation youth and parent leadership development, program management and community organizing. Jitu teaches African American History at an adult high school, that exclusively serves people who have been formerly incarcerated. Jitu is a founding member of the Coalition to Revitalize Dyett and he contributed extensively to this writing of this proposal.
- Dena Campbell holds a Master in Special Education from the University of Illinois at Chicago. She is currently pursuing a Ph.D. in Curriculum and Instruction with a concentration in Mathematics Education at the University of Illinois - Chicago. She is currently a CPS special education teacher at Libby Elementary School and an active member of Teachers for Social Justice. She has designed mathematical lessons and developed Individualized Educational Plans for middle school students. She is the Special Education Department Chair and member of the Instructional Leadership Team. She interviewed participants on the effects of massive school closings in the Chicago Public Schools. She has summarized these interviews for future reports. Dena is a design team member and she completed assessing students needs, social/emotional needs, specialized instruction and populations for this proposal. She has expressed a strong interest in being a teacher at the new Dyett.
- Phillip Cantor teaches Science and Social Science at North - Grand High School, where he is the Science Department Chair and has been appointed by three principals to the Instructional Leadership Team (ILT). Cantor works with teachers and administrators to improve instruction based on protocols developed by the Network for College Success at the University of Chicago, and develops, implements and assesses the North Grand Target Instructional Area to improve school-wide critical analysis. He holds a Masters Degree in Curriculum and Instruction from the University of Illinois - Chicago and is an active member of Teachers for Social Justice. He is a design team member and completed the Science curriculum, school climate and professional development for this proposal.
- Diane Chandler-Marshall serves as Education Program Director of the Jazz Institute of Chicago. Her career in the arts community spans over 20 years as an arts administrator and advocate. Ms. Chandler-Marshall's work includes extensive experience with both local and national-level government, public and private organizations, and non-profit arts agencies. In 1999, she was awarded the Music of the Heart Education Award by the National Association for the Recording Arts and Sciences, Inc. for her outstanding contributions to music and arts education. As a partner, Diane and the Jazz Institute will continue to work with the coalition to provide quality arts education to our scholars.

- Joy Clendenning is a community member and active participant in citywide and southside education groups including CPS' Hyde Park Community Advisory Council. Her four children attend or have graduated CPS and she is currently a parent representative on the Kenwood LSC. At Ray Elementary School, Clendenning served as an LSC member and as president and secretary of Ray PTA/ Friends of Ray. She is also an external partner LSC trainer. Clendenning is a former social studies teacher and is currently pursuing a Masters Degree in Education (expected December 2015) in Instructional Leadership: Educational Policy Studies at UIC.
- Andrea Cortes is a College and Career Coach at North-Grand High School, where she is also the school's CPS Arts Liaison. Prior to her work with students at North-Grand High School, Cortes worked for Aspira, Inc., a "Puerto Rican not-for-profit organization committed to the self-determination of Latino and other underserved youth through education, leadership development and cultural awareness."
- Royce Cunningham is a LEED Certified Architect and Instructor has a Bachelors of Arts Degree of Architecture and a Master of Arts Degree of Business Management from the Illinois Institute of Technology. He has Green Energy in Motion from Architectural Services Group (ASG) which he has performed energy saving weatherization for CEDA, Delta, DCEO's Urban Weatherization Initiative (UWI) Weatherization Assistance Programs. He hold state certifications in Building Analysis/Building Envelopes, and EPA RRP Lead Safe. Mr Cunningham managed the CPS Capital Improvement Program's special projects, including construction of the Chicago Bronzeville Military Academy and the Agricultural Sciences High school. He is a consultant that addressed the resource efficiency and operation of building maintenance for this proposal. He will continue to work extensively with Dyett High School to provide Green Technology curriculum and retrofit our facility to LEED standards.
- Eliza Fournier is the Urban Youth Programs Director at Chicago Botanic Garden. She has served in the Windy City Harvest department for more than 10 years. In that time, she has helped more than 200 communities and schools plan and implement gardens in their neighborhoods, and she now oversees the operations of all four Youth Farm sites. Fournier earned her bachelor's degree in environmental studies from Lake Forest College in Lake Forest, Illinois, and her master's degree in public affairs from Indiana University, where she concentrated in urban management. She will continue in her role as consultant and educational partner for Dyett Global Leadership and Green Technology High School.
- Robert A. George is an active member and participant of the Coalition to Revitalize Dyett High School and National Director of Save our Schools March. He holds a Masters of Arts in Educational Psychology. He currently maintains the fiscal stability of Save Our Schools. He has over 23 years of experience as an operative executive creating policies and managing profit and nonprofit organizations to help them grow physically. He is a results driven manager who has constructed and provided instruction, and coordinated programs which advances staff understanding and effectiveness. He is responsible for several sections of this proposal and has extensive experience in writing RFP's.
- Dr. Eric "Rico" Gutstein is currently a professor of mathematics education at University of Illinois at Chicago. Gutstein has worked extensively with numerous communities locally to listen, learn, and collaborate with them in creating sustainable educational institutions that

belong to the communities they serve. Dr. Gutstein was instrumental in helping parents in Lawndale create Little Village/Lawndale Social Justice High School, and is an active member of Teachers for Social Justice. He currently serves as the co-chair of the design team for Dyett Global Leadership and Green Technology High School proposal. He looks forward to working with teachers, students, parents, and administrators at the new Dyett.

- Sarah Hains is a research facilitator for the Chicago Teachers Union who has extensive expertise in data collection of school- and community-level statistics to analyze inequities in funding and services, as well as in the use of mapping technology to graphically display socio-economic data in relation to schools, economics and housing. In her research capacity, Hains monitors, tracks, and evaluates the annual budget and audit of the Chicago Public Schools. She also engages in ongoing evaluation of school facility investments as a member of the Chicago Educational Facilities Task Force. She is a member of the Design team and completed the operation and finance section for this proposal.
- Missy Hughes is a founding English/Reading teacher of Team Englewood Academy where she helped to create the vision and establish the school culture for a small public Chicago Public School. She created the Reading in the Language Arts curriculum and is a consultant to Young Chicago Authors, participating in the piloting and implementation of the Chicago Writes Curriculum. Hughes also has extensive experience in promoting college going. She has served as a senior seminar teacher at TEAM Englewood and helped create and implement its post-secondary curriculum. Hughes organized college visits, facilitated parent meetings to aid in understanding FAFSA and post-secondary options, and she achieved 100% completion of the FAFSA among her senior seminar students.
- Marc Kaufman is a tenured Assistant Professor of English at Joliet Junior College who teaches freshman and development English, as well as American literature courses. Since 2012, he has served as a member of the College's Student Learning Committee, which is revising the college curriculum, and updating outcomes and assessment procedures for the college's liberal studies program. Through his service on the JJC Plainfield Pilot Committee, Kaufman also has extensive experience designing reading and writing courses for the Plainfield School District that link to JJC's upper-level developmental reading and writing curriculum. He contributed to the language art curriculum of this proposal.
- Jennifer Kirmes is a Principal of Amandla High School in Chicago where she has improved the quality of teacher planning and instruction through targeted and strategic professional development and regular coaching and feedback cycles; developed the capacity of department and grade level facilitators to lead highly productive and collaborative teams focused on improving student outcomes through coordinated implementation of teacher learning; re-envisioned the school climate team to create safe positive environment leading to a 50% reduction in incidents of serious student misbehavior; created and developed the capacity of an attendance team that increased average daily attendance nearly ten percentage points; and, initiated strong community partnerships that led to a free after school enrichment program open to all students. She has served as a consultant and writer to numerous sections of this proposal.
- William Lamme retired as a social studies teacher at CPS' Kelly High School in 2014 and is an active member of Teachers for Social Justice. He contributed to the social science curriculum of this proposal.

- Dr. Gregory Larnell serves as Assistant Professor, UIC College of Education, Department of Curriculum and Instruction. He is an expert on urban mathematics education and holds a PhD in Mathematics Education from Michigan State University. In 2013-14, Larnell received a National Center for Institutional Diversity Emerging Diversity Scholar citation from the University of Michigan. He is a design team member who contributed to the mathematics curriculum of this proposal.
- Dr. Carl Luther Lawson is a retired Chicago Public School Principal. He has over 40 years of experience in the field of education. He holds a Ph.D from Southern Illinois University in Special Education and Administration. He was an Assistant Professor for 10 years at Chicago State University College of Education, Special Education Department. He has been a board member and member of many community and professional organizations. His research experience includes developing, creating and implementing curriculum programs for youth. He has presented national and state presentations on the “*Least Restrictive Environment*”. He has authored and co-authored many research publications. Dr. Lawson is a design team member who designed the Education Plan for the Music and Arts curriculum of this proposal.
- Princella Jaribu Lee is an Education Organizer for Kenwood Oakland Community Organization where she also coordinates the Grow Your Own Teacher Initiative. Lee identified, recruits, and engages parent and student leaders to prepare them to exercise local school governance and engage in school-related and community efforts. Lee regularly implements leadership development strategies with parents and students to to identify priority issues, increase involvement, support skill-building and effectiveness, and encourage ownership in education issues and activities. She has led the community outreach for the new Dyett and is a member of the design team that has written the RFP.
- Dr. Pauline Lipman is a Professor, Educational Policy Studies, College of Education at UIC, directs the Collaborative for Equity and Justice in Education, College of Education, University of Illinois-Chicago and is a Co-Principal Investigator in the Data and Democracy Project: Investing in Communities (with UIC’s College of Urban Planning and Public Affairs). She has collaborated extensively on school/community projects including service on the working group for the Hazel Johnson School for Environmental Justice in Altgeld Gardens and the network of Chicago social justice high schools. Lipman was also appointed to the Ford Foundation, Powerful Ideas Project, Education Policy Groups to Consider Secondary School Reform Working Group where she served from 2010-11. Pauline has served as a researcher and advisor to the design team and coalition, and is an active member of Teachers for Social Justice.
- J. Brian Malone is the Executive Director of Kenwood Oakland Community Organization he holds a Master of Arts in Community Counseling. He has 20 years experience in working with community resident to develop their internal and external capacity for change; identifying and leveraging resources to address the multifaceted issues impacting low income and working class communities; and interfacing with a diverse array of stakeholders in the public and private sector of Society to create change. He is a design team member and contributed to the community involvement section of this proposal along with boundaries and profiles.
- Daniel Morales-Doyle is a Chicago Public School high school science teacher and a visiting lecturer at the University of Illinois at Chicago. He holds a Master of Science in Education and

Social Policy from Northwestern University. He has authored an article in the *Spectrum*, *The Journal of the Illinois Science Teacher Association* and co-authored other publications. He has invited, sponsored presentations, panels, and workshops. He is an active member of Teachers for Social Justice of Chicago. He designed the Science Curriculum and the educational goals and metrics for this proposal.

- Irene Robinson has been an active community member and parent/grandparent volunteer in CPS schools for over 25 years. She has six children and seven grandchildren, all of whom attended Bronzeville's Anthony Overton school before it was closed by CPS in 2013. Her children currently attend Irvin C. Mollison Elementary School. Robinson is a strong supporter of neighborhood schools and has been a member of Coalition to Revitalize Walter H. Dyett HS since its inception. She is responsible for the parent and community involvement of this proposal. Robinson will continue to serve in an active role in the development and parent leadership.
- Yamali Rodriguez hold and M.Ed. in Instructional Leadership from UIC. She is currently an Social Studies teacher at Social Justice High School. She is a member of Teachers for Social Justice. She is responsible for the Social Science curriculum of this proposal.
- Angela Sangha-Gadsden graduated from UIC with a Bachelor's Degree in English Education. She taught one semester at Lakeview High School, but then became a founding member of the teaching staff at the Greater Lawndale High School for Social Justice, and is a member of Teachers for Social Justice. She brings her experience with new school start-up and curriculum to the Coalition to Revitalize Dyett.
- Jeanette Taylor is a Irvin C. Mollison Parent and LSC Chairperson. Jeanette has served as a LSC member for over 20 years. She is a parent organizer and advocate that informs parents on decisions about education. She has built relationships with parents in the community to assist them with resources for their children. She is the parent organizer for Kenwood Oakland Community Organization and Assistant Program Director for the Academic Enrichment Culture After School Program. She is design team member who wrote the community and parent involvement portion of this proposal. Taylor hopes to send her children to the new Dyett.
- Jhatayn Travis, a Bronzeville community member, brings over a decade of conscientious community organizing, policy advocacy, and social justice activity. She has experience with developing coalitions with community and labor organizations and is highly experienced in organizational development, capacity building, and revitalization strategies. Travis holds a Masters Degree in Social Service Administration from the University of Chicago. She has served as a Program Officer of the Woods Fund of Chicago and as Executive Director of the Kenwood Oakland Community Organization. She contributed the community involvement to this proposal and is a consultant.
- Duane Turner has extensive experience as an educator, instructional leader, principal, and new school development facilitator. As a leader, he has successfully led the school transformation process. Turner also has expertise developing professional learning communities that focused on preparing teachers and students to meet the rigorous standards of Common Core and college readiness. He currently is co-facilitating a community driven process to revitalize Dyett. Turner holds a M.Ed. in K-12 Administration from Chicago State University and a MAT in

Educational Studies from Columbia College. Turner has successfully met and exceeded the coalition's criteria in the principal selection process and has been chosen as the founding principal of the new high school.

- Dr. Frederico R. Waitoller is the Assistant Professor of the Department of Special Education at UIC College of Education. He holds a Ph.D in Special Education from Arizona State University, Tempe. The past three years Dr. Waitoller has received selected awards, grants and fellowships totaling over \$75,000. He has also refereed publications and selected book chapters for over 15 submissions this past year. He is a design team member and contributed to the special education and curriculum development of this proposal.
- Aisha Wade-Bey has over 20 years experience as an educator. She is currently a third grade teacher at Thomas A. Hendricks elementary school. She is also the NGSS Teacher Leader for grades 3-5 which is a collaborative with the University of Chicago. She holds an Ed.D in Educational Leadership from Argosy University-Chicago her dissertation titled *The Contributing Factors to the Dropout Rate of Large Metropolitan High Schools from Principals' Perspectives*. She has implemented a home study G.E.D program that assisted over 1,500 parents in obtaining a diploma. She is a design team member who contributed to the professional development, school culture/climate, and professional culture of this proposal.
- Asif Wilson holds a Master of Science in Educational Studies from the University of Illinois-Chicago. He is a former Chicago Public School Science Teacher and an active member of Teachers for Social Justice. He has taught several classes as an Instructor at the University of Illinois- Chicago. He is the author and co-author of several publications and papers. He is a design team member who contributed to the science curriculum and research of this proposal.

Section 4.2b Appendix 21—Dyett Student Centered Organizational Chart

# Community

**Local School Council:** Fully empowered group of parent, school, and community leaders who provide governance and oversight, and make key decisions.

**Active Parents & Families:** Parents are fully empowered partners and critically important members of our school community - they will work in the school, serve on committees, provide mentorship and guidance to staff and students.

**Community Partnerships & Resources:** As a community school, our work is deeply rooted in Bronzeville's rich history. The community will play a meaningful role in all aspects of our school. Strategic partnerships will provide resources and opportunities for staff and students that support mission fulfillment.

## School

**Teachers:** Engage students in relevant, rigorous academic coursework, make data-informed decisions

**Post Secondary Team:** Provide academic guidance, SEL, career exploration

**Support Staff:** Ensure safe, organized environment, implement restorative discipline,

**Administrators:** Lead all aspects of the work, ensure mission fulfillment, inclusiveness

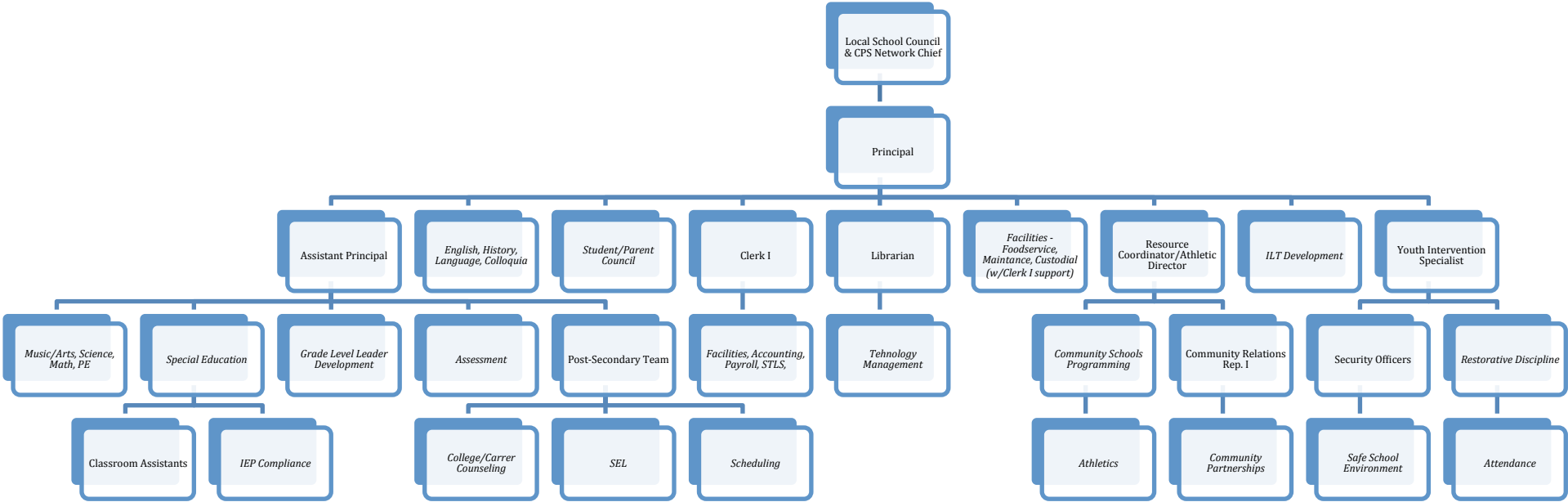
**Instructional Leadership Team:** Lead reflective practice, professional learning, curriculum development

## Students

**Students are at the center of our organizational structure.** All members of our school community collaborate to develop community centered scholars with the confidence competence and compassion to positively develop themselves, their school, their community, and society overall (our vision).



Section 4.2b Appendix 22—Dyett H.S. Org Reporting & Responsibility Structure



### Section 4.3    **Appendix 23—Principal Selection Criteria**

- Type 75
- Be on the Design Team
- Attend community meetings
- Middle or High School experience preferred
- Define philosophy of discipline and provide evidence of effectiveness
- Clear philosophy of education (needs to be articulated and specific: evidence)
- Experiences in community collaborations & partnerships
- Experience in smaller learning communities
- Experience as an instructional leader and supervision
- Youth development experiences
- History of community service and volunteerism
- Civic engagement
- History & present community experience within school; outside of school
- Curriculum development
- Projects and innovations that you have lead
- Financial and budget management
- Conflict and negotiation management
- Cultural Competency
- Democratic practice and participation: consensus building
- Distributive leadership
- Fundraising and proposal development
- Expertise in theme of school
- Public School experience

#### Tools to Assess

- Portfolio
- Writing sample
- Resume
- Observations
- Recommendations
- Group interviews with people worked with
- Facilitation of meetings
- Application

### Section 4.3      **Appendix 24—Dyett High School Principal Job Description**

Dyett Global Leadership and Green Technology Community High School’s vision is to develop our students into “community centered scholars,” with the confidence, competence and compassion to positively develop themselves, their school, their community, and society overall. Our mission is to have a student-centered community school with a culture of high expectations that, through its partnership among teachers, administrators, parents, and community residents, provides every student an exceptional education that prepares them for college and careers, with an emphasis on leadership development, green technology, and the arts.

The following is the job description for principal:

- Further the collective vision and mission of the community, school and staff.
- Must believe and act in accordance with the school’s guiding principles: Truth and Transparency, Collective and Community Power, Honesty and Ownership, Struggle and Sacrifice.
- Make decisions within consensus based leadership framework.
- Significant urban teaching experience and must be the driving instructional force within the school including comprehensive understanding of College Readiness Standards and Common Core.
- Be able to build strong relationships with the community, other institutions and with students.
- Ability to multi task between operational management, budget, school climate and culture and instruction.
- Ability to collaborate and work with a significantly dedicated and passionate staff.
- Transparent leadership philosophy within all areas of school operations
- Must be visible and accessible to the entire school community
- Understand and practice intervention structures to affect student achievement.
- Integrates and works with stakeholders to implement district initiatives into the large school vision and mission.
- Demonstrated understanding of issues in the Bronzeville community.
- Commitment to distributed leadership and strong team-building and collaboration skills.
- Understanding of and commitment to restorative justice and social/emotional learning
- Demonstrated interest in green technology, sustainability, or global leadership
- 5 years of experience in CPS in an area with similar demographics including

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### PROFILE

Energetic, dedicated school leader and teacher who believes culturally relevant and community driven education is the foundation for social and economic justice for our communities. Experienced leader and facilitator in developing best practices with professional learning communities. Resourceful, organized, problem solver able to quickly adapt and thrive in new environments. Aptitude to communicate persuasively in written, visual, and verbal form to a wide variety of audiences. **Principal Candidate - Walter H. Dyett Global Leadership and Green Technology High School - 2016**

### PROFESSIONAL EXPERIENCE

#### **Education Consultant**

**2014 – Current**

- Work with non-profit organizations as a lead facilitator for school development
- Provide training to parents and residents on school safety, legal, and management issues
- Serve as advisor and developer of curriculum, intervention strategies, and after-school programs with community based organizations
- Lead facilitator and design team co-chair for community developed Walter H. Dyett Global Leadership and Green Technology High School CPS proposal

#### **Mosaica Education**

##### ***Principal - Frazier Preparatory Academy***

**2013 – 2014**

Led school through the turnaround process using Data Driven Instruction and focus on student culture. Positive growth trends in both NWEA test scores and 100 percent reduction in student referrals. Received high scores on parent survey results. Implemented a professional learning community that focused on preparing teachers and students to meet the rigorous standards of Common Core and college readiness.

#### **Chicago Public Schools, Chicago, Illinois**

##### ***Teaching Assistant Principal – Wadsworth Elementary School***

**2007 - 2013**

Provide instructional leadership and operational excellence for a 300 student elementary school with a 96 percent low income enrollment and over 100 students in temporary living situations. Provide classroom instruction in the area of science for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade. Part of a leadership team that achieved student growth for 7 out of 8 consecutive years on ISAT.

- Successfully met and exceeded all core competencies - Chicago Public Schools Principal Eligibility Process, May 2012

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***Magnet Cluster Lead Teacher – Wadsworth Elementary School***

**2005 - 2007**

Leadership team member who planned and conducted staff professional development meetings, lesson plan development, student data analysis, and intervention strategies. Facilitated the alignment of math and science curriculum to the Illinois Assessment Framework and district/area initiatives, guided grade/cycle teacher led teams to develop and monitor instructional best practices, and mentored new teachers. Fostered parent participation and community partnerships. Assisted the administration with the implementation of the student code of conduct.

Major projects and accomplishments:

- Grant writing/Curriculum development: Wrote and awarded a grant designed to strengthen our math and science curriculum. Implemented two math and three science curricula. Coordinated budgeting, acquisition, and distribution of math and science materials. Observed, monitored, co-taught, and modeled instruction in the classroom with written feedback. Standardized scores increased by over 100% in math and 17% in science over a two year period.

***Science Teacher – Wadsworth Elementary School***

**2001 - 2005**

Created and taught a standards based interactive science curriculum for primary and middle grade students. Modeled and co-taught science curriculum with teachers in grades kindergarten through 8<sup>th</sup>. Science ISAT scores increased by 90% from the spring of 2001 to 2005. Teacher Research Assistant and Grant Award Recipient in Civil Engineering and Architecture, Illinois Institute of Technology, 2004.

***Teacher – Betty Shabazz International Charter School***

**1998 - 2001**

Led the effort to develop a cultural based science curriculum for each grade level. Presented, modeled, and collaborated with teachers from all grade levels on creating a standards based, coherent curriculum for all grade levels. Students gained an average of 1.5 years growth on ISAT in reading.

***Teacher– Bret Harte Elementary School***

**1997 - 1998**

Organized a school-wide anti-drug curriculum and campaign. Developed and conducted teacher in-services on character education from a cultural perspective.

***Teacher –Louis Wirth Elementary School***

**1992 - 1997**

Founded, developed and served as coordinator of a culturally-based, gender specific pilot program within a public school that served over 100 students as part of my Masters degree

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thesis. Planned, established and directed an after-school tutorial and cultural program.  
Established a science club mentoring program for students.

**EDUCATION**

**M.Ed., K-12 Administration**, Chicago State University

**M.A.T., Educational Studies**, Columbia College

**B.S., Geological Sciences**, State University of New York – Fredonia State College

**Certificate, Administrative (75)**, State of Illinois – June 2017

**Certificate, Standard Elementary Teaching (3)**, State of Illinois – June 2017

**Certified Evaluator, Performance Evaluation Review Act**, State of Illinois – August 2017

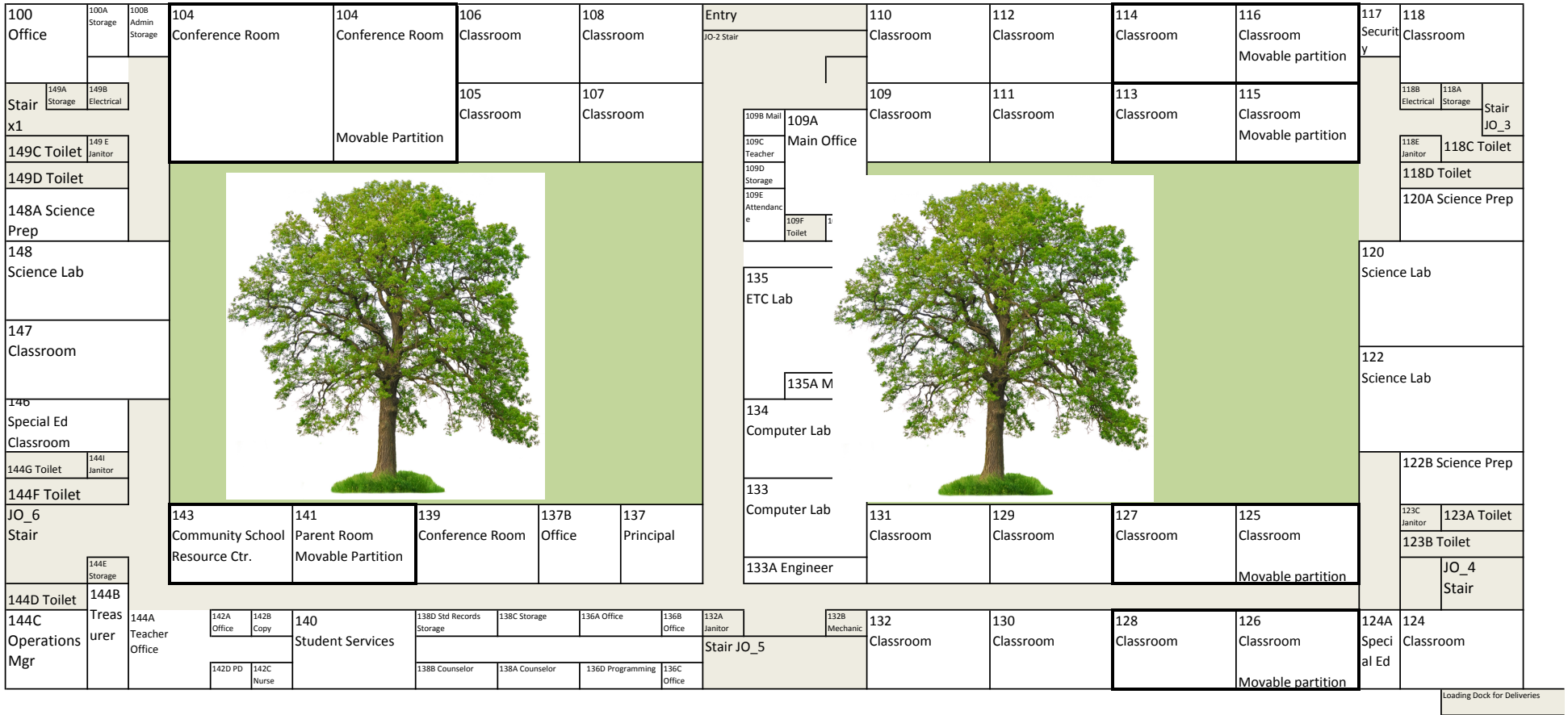
**Endorsement, Physical Science Upper Elementary/Junior High**, State of Illinois

Section 6.1—Appendix 26  
Dyett HS Space Requirements

**Table 6.1a: Walter H Dyett Global Leadership & Green Technology High School**

Grade(s)	Year	# Students	# Classrooms	Sp Ed classroom & Counselor rooms	Admin offices	Overall Sq. ft minimum	Additional space(s)	Parent/Community Center	Other
9th	FY 2017	151	5	2 + 1	1	121,920 sq ft	Assembly/multi-purpose; fine arts; restorative justice/student leadership ctr. classroom; art; community resource ctr; recording studio; music room; dance studio; 4 science labs; culinary arts lab; college & career multi-media room(library),	1	East Outdoor Garden; Gymnasium/Natatorium ; culinary lab(double classroom) *Note – current ROTC room becomes Student & Community Health/Wellness Ctr; *Secured Chromebook charging stations
9, 10th	FY 2018	302	9	3 + 2	1	"	Same as above	1	Same as above
9 – 11th	FY 2019	453	15	4 + 3	1	"	" "	1	" "
9-12th	FY 2020	604	20	5 + 4	1	"	" "	1	" "

## Main Building - 1st Level





Main Building - Lower Floor

121,920 sq. ft.



051 Engineer Office	051A Electrical room	002 Restorative Justice Classroom (proposed)	004 Currently used for book storage	006F Counsel.	006D Social	006C Counsel.	010 Mechanical Room	0-2 Stair	013A Janitor	013 Mechanical Room	014 Recording Studio (proposed)	015 Technology Storage	016 Storage	017A MDF	017 Storage
0-50 Stair				006G Counsel.	006 Counsel.	006A Counsel.									0-3 Stair
048 Toilet	049 Janitor	001 Instrumental Music Room	005 Dance Studio (proposed)				011A Library - Main		011B Library - Main	012 Student Cafeteria (Capacity 188 students)				020 Janitor	018 Toilet
047 Toilet															019 Toilet
045 Art Lab	046A Kiln	02 Court					011 Library/Media Center(College & Care Center)								021 Custodial Workroom
046 Teacher Resource Ctr.	045D Electrical														022 Boiler room - will also serve as a water harvest tank storage system to collect water runoff from main building roof (proposed).
045B Toilet	045C Janitor	043A Science Prep	043 Science Lab	039 Dean Office	039B Conference Room	011H Library - Computer Lab	001G Library Office		011C Library Office	011D Library Storage	032 Student Cafeteria (Capacity 188 students)			022A Custodial Office	
045E Toilet					039C Security	039D Security	011I Library		011E Library	011F Library				027 Janitor	025 Toilet
Tunnel															026 Toilet
															0-4 Stair
044 Global Leadership/Internship Lab		042 Culinary Arts Lab - proposed		035 Mechanical Room			0-5 Stair	033A Mechanic	034 Mechanical Room	033 Teacher Cafeteria	031 Kitchen			030 Outdoor Storage	028 Storage
							Staff Entry								Mechanical
															Loading Dock for Deliveries